

The Social Studies

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Continuing The Historical Outlook

April, 1939

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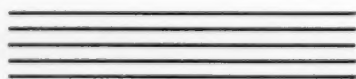


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The Social Studies

Continuing The Historical Outlook

VOLUME XXX, NUMBER 4

APRIL, 1939

A Challenge to Teachers of the Social Studies

C. R. SPAIN

Supervisor of Student Teachers in the Social Studies, Arkansas State Teachers College and Hendrix College, Conway, Arkansas

The writer of this paper was recently asked to be a judge in a public-speaking contest among some boys of the Future Farmers of America. During the course of the addresses one boy gave a talk on "Rural Electrification" and one on "Soil Conservation." On being questioned with regard to the chief center of TVA activities, the boy who spoke on "Rural Electrification" replied that the chief activities of the TVA were in Oklahoma. The boy who spoke on "Soil Conservation" said the greatest percentage of eroded soil in the nation was to be found in the West and the greatest percentage in any state to be found in California. Have social studies teachers given to their students no clearer conception of such problems as soil conservation and rural electrification than the answers to the above questions would imply? Have we deluded ourselves into believing that we are preparing students to participate intelligently in the shifting scene of our present economic and social life? Is it true that we are still preparing students to live more effectively in the Age of Julius Caesar than in the present? Such penetrating questions as these have caused many to believe that we still are traveling, to a great extent, the road that leads to inefficient preparation of our youth.

Probably one of the greatest tragedies of most teachers, even yet, is a slavish devotion to a textbook that may be entirely unrelated to actual life problems. This does not mean that textbooks are of no value and are outmoded, but that a reliance upon textbooks as the final authority is a serious shortcoming. Many teachers have instilled in their pupils the belief that their particular textbook is the "summum bonum" of all that is to be had on that particular subject. Hence any serious attempt to understand the life of the student himself is almost precluded because of such inertia on the part of the teachers.

The foregoing paragraph may suggest that the formal traditional curriculum, still to be found in many schools, has glaring deficiencies with regard to adequate preparation of students to participate wisely in the ever-widening horizon of activities that must be reckoned with today. There is a striking abyss separating the activities of many schools from the real world of affairs and events that the students actually experience outside the four walls of the schoolroom. Apparently it is assumed that the student must drop his personal desires and problems upon crossing the threshold of the schoolroom and begin to solve the problems of Nebuchadrezzar and of Julius Caesar.

While our people are confronted with the struggle between the representatives of capital on the one hand and those of labor on the other, our concern is with how prehistoric men crossed the Mediterranean to Africa. While efforts are being directed toward conserving our resources, the students under our care estimate the amount of soil deposited each year by the Nile. Our energies are directed toward finding out the comparative numbers of votes received by the candidates for President in 1800. We neglect to consider discussion of national issues of serious import today. We can generally develop quite an emotional sympathy for the poor peasants of the Middle Ages, often not realizing that a third of our population is underfed, underclothed, and ill-housed. It seems an incontrovertible fact that our efforts in the past have been directed toward many problems that signify emptiness to those concerned.

Another trenchant criticism directed toward our schools today is that they fail miserably to give students any conception whatsoever of democracy as a way of life. It has been assumed far too long that a mere knowledge of the fundamental principles of government would sufficiently train us for living in a democracy. There has also been built up by our schools a belief that mere political democracy will necessarily insure the presence of social democracy; that democracy and individualism, based on the theory of laissez-faire, are synonymous terms. However, a disillusionment has arisen in recent years with respect to democracy as a way of life. Many observers are saying today that if democracy fails it will be on account of this neglect on the part of schools. The subject matter of the formal schools is even now often entirely remote from actual life situations in a democracy. Often the entire course offered in history or literature is concerned with undemocratic ways of government and of living. The argument is not that this material is of no significance, but that it should not forever be given precedence over other more significant problems. Have you not seen students come from our schools who knew the plot of *Macbeth*, or the number of men killed at the Battle of Tours, but who knew nothing about the issues with which we are confronted? May it not be suggested that actual life within the schoolroom itself is often undemocratic? Here obedience in no uncertain terms is generally the law of life, with no questions being asked. Seldom do students in many schoolrooms venture to offer any criticism or contributions. Coöperation is too often thwarted by

the domineering presence of the "master."

Shall we ignore the barrage of criticism being directed toward us, or shall we take stock of ourselves to determine how much of the attack is merited and attempt to redirect our course? No observant onlooker of today's scene can muster proof to the effect that many of the above-mentioned accusations are not true. Yet some may live by an educational philosophy that condones the traditional avenue of approach and thus justify the separation of the activities of the schoolroom from life outside the school. However, there are many others who take the view that there is something vitally wrong with this view and that schools are not institutions set up for a life apart from life outside. Then for this latter group, what shall be the method of approach? What shall social studies teachers do to meet the criticisms thrust at them by observers?

There are two modes of procedure which, it is believed, will do something to adjust the curriculum and school life to actual life situations outside. In the first place, a more vitalized curriculum should be developed that will focus attention upon present problems and the current scene. Subject-matter bearing on these problems should become a means to an end and not an end in itself. It should become the stone which the builders use, but not the edifice itself. The vacuum that has existed for so long between theory and practice must be made smaller and smaller to the place that it shall no longer be the barrier that it has been. Such problems in the Southern regions as tenancy, social security, conservation of natural resources, race relations, regional planning, low standards of living, and countless others can become the core for meaningful experiences.

The second method of attack should be the development of a democratic procedure in the schoolroom itself. The school can become a laboratory out of which may come, as the result of experiences, values that have been tested. There should be an insistence upon coöperation, participation of the students in making plans, and the fostering of ideals and attitudes compatible with the goals conceived to be worthy of democracy as a way of life. The reign of the dictator within the school should fast come to an end with this mode of procedure in vogue.

These suggestions are not offered as a panacea for all the "sins of pedagogy." They are presented merely as aids in pointing toward a goal that appears to be worth while. In this spirit it is hoped they will be considered.

Calvary of Munich

JULIAN ARONSON

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French foreign policy for the present is hopelessly moribund. After Munich, France may have temporary peace. She certainly has no foreign policy, no foreign friends, no honor, no prestige, nothing but a fearful grip on Mr. Chamberlain's coat tails. The past triumphs of Delcassé, Clémenceau and Louis Barthou all seem to wind up exhausted on Downing Street. There French policy remains, hat in hand, until the British ring the bell.

The retreat from Europe did not begin at Munich altogether. There has been no real discussion of French foreign policy in the Chamber of Deputies since Hitler invaded the Rhineland. Deputies are cautioned against pouring the salt of discussion on the question of alliances for fear of making France appear weaker than she is. The Cabinet states its policy, a vote of confidence is called for, and without interpellations, speeches or apologies, the business is soundproofed into the inner files of the government's offices on the Quai d'Orsay. It would be just as well, and economically more sound, if France joined the British Commonwealth of Nations tomorrow. At least there would be some tariff benefits to compensate her for the capitulation of foreign policy.

Foreign policy is based on military alliances, ententes, economic agreements and the like. These depend on the use of military power *in extremis* to uphold the prestige of nations as sealed in the various types of understandings. A weaker country gravitates to a stronger because of the explicit or implied power of the stronger to come to the rescue of the weaker. The post-war alliances between France and the Little Entente and Poland were posited on the ability of the French to swarm over the Rhine and crush precipitously any effort of Germany to nullify by arms the Versailles agreements. The impotence of France in the face of the Rhineland occupation in March 1936 telegraphed the doom of the entire structure of succession states so cunningly erected by Clémenceau.

Hitler, in book and speeches, announced the Third Reich's policy, which would be, in its first phases, a movement to the east to capture the Danubian valley and secure Germany's back door. To the succession states like Czechoslovakia, Poland and Rumania, the Rhineland move meant isolation from their strongest friend, France. The door had been bolted on them by Hitler. Now the Little Entente and Poland had to meet the Teutonic juggernaut in the full realization that France could do very little

from a military standpoint to aid their defence in the first stages of the war. From March 1936 to the Berchtesgaden interviews in September 1938, France did little to reassure the Little Entente of her desire to defend every alliance.

Even before Munich, Poland, Yugoslavia and Rumania, anticipating the drift, had begun loosening the bonds of the military agreements and were beginning to talk turkey with Hitler's economic ambassador, Dr. Hjalmar Schacht. And when finally Monsieur Delbos was dispatched by the Popular Front government in December 1937 to see what could be salvaged from the eastern alliances, he reported, as we shall see later, that, with the exception of Czechoslovakia, the French allies were already ensnared by the "barter diplomacy" bait so generously scattered by Hitler's emissary.

The Russian alliance, too, has gone the way of the Czech. It never reached the stage of military conversations, perhaps because of British Tory antipathy or because the frequent purges of the Red Army command made France feel that the much bruited strength of the Russian steamroller could show itself only in a defensive campaign. What France needed was an army that could take the initiative against Germany before she actually invaded the Ukraine. The Russian alliance was designed to offset any dereliction among the French satellites once the loans dried up. An army that could not be depended upon to fight an offensive campaign on foreign terrain did not arouse much enthusiasm among the French General Staff. Those hardy Russian perennials, General January and Captain Typhus, might be regarded by the Soviet army as great allies, yet, by the French, no way could be seen of exploiting their talents against Germany. As for the high opinion held by the French of the Russian air force, that, too, seems to have been declining the last year. Colonel Lindbergh may have made vocal what the French General Staff knew from first-hand testimony handed in by her military attaché stationed in the Soviet Union. In any event no alliance, however vacillating it may have become in an emergency, should have been neglected as a weapon of *machtpolitik*. The open snubbing of Russia during the Czech crises can be explained only by presuming that Chamberlain and Bonnet so hated the thought of collaborating with the communists that their dire warnings to the ineffectual Daladier must have carried great weight, regardless of the wake of iso-

lation that would follow such a dastardly policy. After the Czech débâcle, the *Journal de Moscou*, official mouthpiece for Commissar Litvinoff, declared the Franco-Soviet treaty so much paper.

A peculiarity of French frustration during the recurrent crises is the apparent unanimity of both Right and Left in foreign policy. No matter how they may disagree about social legislation they both follow the British lead in diplomacy. They both go into a paralytic trance every time Herr Hitler knocks over another support of the Treaty of Versailles. One would have supposed that with a socialistic ministry in Paris headed by a gentleman of M. Blum's character and intelligence, the rescue of Loyalist Spain from the ravages of civil war would have been a matter of a few months at the most. Italian and German intervention, flagrant and defiant should have given Blum all the reason in the world for intervening, or at least selling to the legitimate Spanish government for cash all the artillery and ammunition it needed. The French General Staff warned the government that the presence of Italy and Germany in Spain was a threat to the line of communications between France and her rich reservoir of manpower, Algeria and Morocco. Yet all M. Blum did was to submit to Chamberlain's phony Non-Intervention Committee. This standing by while the committee fiddled a pro-Franco tune to the accompaniment of Italian bravos, when a legitimate government and prospective ally was being punctured by the barbarous bombings of civilians, is something no apologist for M. Blum has attempted to explain. After the way the Spanish war was mishandled by the Front Populaire government, the Czech betrayal was a logical aftermath. One might always expect Daladier and Bonnet to go Blum one step better.

Modern French foreign policy really got under way with the Dual Alliance. It was buttressed with the Entente Cordiale and finally took shape as the Triple Entente of 1907. Eleven years later, the Treaty of Brest-Litovsk brought the Triple Entente to an ignominious finish. Had the Allies lost the war, France would have been returned to her position of isolation so carefully outlined for her by Bismarck after Sedan—minus her colonies. But she won, remade the map of Europe and acquired a bevy of new friends.

During the period of the Dual Alliance and before the Anglo-French understanding, French capital poured in torrents into Czaristic Russia. In 1888, as a preliminary gesture of friendship, a loan of a hundred million francs was floated in France for Russia. Millions more followed the conclusion of the alliance. The cement which held France and Russia together contained a generous amount of gold. The mixture worked because French capital had an enormous surplus to invest. The Russian markets,

like the Balkans today, had great possibilities for investment. Russia needed railroads and factories and armaments to bring herself up to the level of other European industrial nations. France needed a friend. Both feared the rise of pan-Germanism on the Continent.

The understanding with England came for different reasons. In the Dual Alliance, France was the aggressive suitor, but in the case of the Entente the affection was mutual. We all know that between 1870 and 1904, British hostility to France and Russia over Africa and Afghanistan had become a minor irritation compared to the fears engendered by the rise of a united industrial Germany. The challenge of the German navy after Bismarck was a much greater threat to the British Empire than the bickerings over the Sudan. Japan's defeat of Russia also made the British less worried over the exaggerated military power of the Czar in Central Asia.

All this Theophilé Delcassé capitalized to "encircle" Germany. After the *dénouement* of the Triple Entente, Clémenceau inherited the task of recreating an alliance that would be just as firm as the diplomatic edifice erected by Delcassé. France wanted security against another invasion. His task at Versailles was comparatively easy. The idea of self-determination brought about a group of succession states on Germany's eastern flank to replace the loss of Russia as an ally. From this grew a series of alliances with the Little Entente and Poland, and to make the succession states strong in their own right, France poured money into Polish railroads and armaments, Czech public works and military equipment and Rumanian and Yugoslavic armaments.

The new Slavic bastion formerly held by Russia was now divided into four parts. While their combined armies more than matched the strength of pre-war Russia, the fact that four sprang up where one had stood before meant a greater dependence on diplomacy to keep the French satellites in their orbit. The French foreign minister must have found the job much less that of an astronomer surveying a solar system in its smooth magnificence than that of a sweating juggler playing with balls of unequal weight. Of incalculable help to the foreign office, while it lasted, was the Covenant of the League of Nations. The League acted as the center of gravity of the French system.

Behind the post-war ententes stood the leonine Clémenceau who with a fixed idea, scissors and paste reformed the map of the continent to insure the safety of France. The patterns he cut were designed to keep the newly created states permanently at odds with the former central powers. Warsaw, Prague, Bucharest, and Belgrade would be beholden to France for the rest of their national existence. From a military and political standpoint Clémenceau's de-

signs made sense, but the most obtuse commentator on the peace treaties saw at once that the new states were set adrift with their steering gear lashed to a course of politics instead of economics. To take one example, the involved Danube-Balkan economy was a working system before the war, but the entire tissue of customs and free trade under the old Hapsburg empire was torn asunder to make way for a multiplication of new frontiers and new protective tariffs. Right from the beginning, murmurs of complaint filtered into the French foreign office. Who was to buy the farm produce of the Balkans? Germany was bankrupt and Austria truncated. Russia had removed herself from the concert of capitalistic economics. The French themselves, like the British, had little trading interest in the Balkan markets. For a time France followed the classic tactic of making large loans to her allies to guarantee her interest in their welfare. Pretty soon her own economic decline prohibited this easy method of buying goodwill. France's reserves of wealth and credit are limited. Since 1931 the strain on her credit has forced her to borrow from hand to mouth. Financial crises have become a commonplace in French politics and more than one cabinet came a cropper over the rapidly depreciating franc. Foreign policy, to be healthy, must normally follow foreign trade, yet here was the policy, all dressed up in the ribbons of diplomacy, but where was the trade?

With the advent of Hitler, the French foreign office, under the able leadership of Louis Barthou, saw the tendency among the eastern European countries to come to some working agreement with Germany. The hungry Germans were potentially the best customers for the food of the Danubian plain and the raw materials of Poland and the Little Entente. Add belligerence to hunger, and the result is a double threat to the French system of alliances. In 1934, Barthou made his fateful circuit to soothe whatever ruffled feelings he might encounter in the chancelleries of eastern Europe. He found the French orbit intact and, where slight deviations were noticeable, his own persuasive logic served to mend temporarily and lapses in loyalty. The economic impasse all over the world could hardly be solved with French capital. Barthou left with the good-will of the eastern capitals, but even before he was assassinated, the handwriting on the wall was becoming clearer. One bad augury was the simultaneous killing of Alexander of Yugoslavia, a strong friend of France. Later, the death of Marshal Pilsudski. These two belonged to the school of gratitude which felt irrevocably bound to the French nation for advancing their interests at Versailles. Their successors did not feel the same bonds of sympathy for France; on the contrary, like relatives, they tended to react away from the interests of their predecessors. They had ideas of their own.

From the death of Barthou to the time of the Popular Front, the frequent visitor to the chancelleries of eastern Europe was not a dapper Frenchman with a briefcase, but a bustling German with a commercial traveler's satchel. On behalf of Hitler, Hjalmar Schacht carried to Belgrade and Bucharest commercial credits for German manufactures which he was willing to exchange for agricultural produce. Dr. Schacht held out orders for millions of marks of wheat and meat on the condition that Germany be permitted to pay back in kind. He had no gold to offer. But he was willing to buy more than was sold to him, at high prices, too. He never haggled. He had no objection to being in debt. He wanted business at any price. And he came at a time when the markets were glutted with goods and there were no buyers.

In the classical pattern of imperialism, behind the commercial credits or the financial loan, marched the army to back up the interest payments. The Hitler pattern substituted a ministry of propaganda to spread the virtues of German trade and to sow the seed of rebellion if the government refused to show the right amount of enthusiasm for the new type of "debtor diplomacy." German consular agents handed out subsidies to the native fascists to stir up the distressed groups by any foul means, beginning with anti-semitism and ending with assassination. Economic penetration had reached such a stage in Poland, Yugoslavia and Rumania, where Germany's trade doubled the combined trade of France, England and the United States, that the Popular Front government became alarmed as to the future of the eastern system of alliances. The reactionary policies of Smigly-Rydz in Poland and King Carol in Rumania did not harmonize with the socialistic Popular Front government. The sense of coöperation that formerly had motivated the Little Entente and Poland in the dependence on France as spiritual mentor was considerably dissipated by the weakness shown by France during the Abyssinian episode and by her sudden veering to Chamberlain's diplomatic course in the Spanish war. The British were stealing the French thunder even on the continent and the French diplomats were, judging by their celerity, following suggestions from Downing Street. Even before Munich, French prestige was sinking. If the League was no longer the cornerstone of French and British collective security, if Mussolini could pull the Lion's tail and get away with it, if France was going to hand over the reins of her diplomacy to the keepers in Whitehall, then it was time for the little fellows to make peace with Hitler.

The drift of things was first sensed by Poland when in 1935 it broke away from French apron strings and signed a non-aggression treaty with Germany. Rumania and Yugoslavia accepted German trade for better or worse, there being no other customers. Only Czechoslovakia remained aloof; first,

because her balanced economy did not depend on the German market and, second, because Beneš was a mistaken believer in the sanctity of a treaty made with France. He had had an opportunity to come to terms with Hitler in 1936 at the risk of renouncing the pact with Russia, but France said "No" and Beneš refrained.

Towards the close of 1937 Yvon Delbos, the French Foreign Minister in the Popular Front government, was dispatched on a grand tour of eastern Europe to discover at first hand just how far the disaffection for French leadership had developed since Barthou's death. The Rome-Berlin axis was being talked about almost to the exclusion of the French system of alliances. In an age of publicity, perhaps Monsieur Delbos' trip might restore the spotlight to France and remind the world that the obligations assumed by the Little Entente and Poland were still a living part of their diplomacy.

Nobody expected M. Delbos to be received with the fanfare usually associated with a dictator on a visit to a companion in crime. Not only was the confetti missing but even the handshakes were clammy. In Poland, Rumania and Yugoslavia, the public seemed friendly enough but the governments were aloof. It required delicacy to welcome a representative of a government tinged with socialism when not even a banquet or a loan, was being offered to soothe the authoritarian sensibilities.

In Rumania, King Carol had fired Titelescu, France's best friend in that country. Premier Milan Stoyadinovitch of Yugoslavia, who had just returned from Italy with a trade agreement, called out the troops to shoot down the Croat oppositionists organized to welcome Delbos with a large "Vive la France" demonstration. Beck and Smigly-Rydz of Poland told Delbos to tell his government to mind its business about Paderewski's protestations against the government's anti-parliamentarian actions. Only loyal Czechoslovakia embraced Delbos. When Delbos returned to report the outcome of his mission to Chautemps and Blum, the heads of the Popular Front government at the time, they must have been terribly impressed with the shakiness of the entire system of eastern alliances. It wasn't that the people of the countries visited had become antipathetic—quite the reverse. But the governments in power were not being guided by Gallup polls. They kept on suspecting the Franco-Soviet pact as an insult to their effectiveness as French allies. It was common knowledge that they were fraternizing with the fascist countries over trade agreements and non-aggression treaties. France had nothing to offer to offset Dr. Schacht's barter diplomacy and France had done nothing about the remilitarization of the Rhine. The upshot was a cold shoulder to Delbos and, in France, a resolution to stay under the sheltering umbrella of the British, no matter the cost.

Premier Stoyadinovitch's coolness to Delbos was not without cause. During the Italo-Ethiopian imbroglio Yugoslavia supported League sanctions at the risk of stirring Mussolini's animosity beyond its customary boiling point. She sacrificed a profitable commerce with Italy. She was even willing to follow the British lead into a mutual-assistance Mediterranean pact. Had war come out of the sanctions diplomacy, it would have been her coast that would have had to bear the brunt of Mussolini's opening guns. And what did France do?

Under Laval a cheek was turned to Mussolini. Appeasement came in the form of the Laval-Mussolini pact in connection with African Frontiers and a promise not to follow the British into sanctions. France hoped to buy Italian friendship by placating her ambitions. The infamous Hoare-Laval agreement presaged Munich by three years and, like that of Munich, it paid no regard to the small nations who were left in the lurch by their reputed protectors. There is good reason why the government of Yugoslavia turned cynical and saved its anger for Delbos.

The lesson learned by Belgrade was not lost to Warsaw or Bucharest. As far as all three were concerned, the League was a dead instrument because France and England were no longer willing to stand by the commitments made at Versailles.

When the reoccupation of the Rhine threw Russia and France closer together, Poland and Rumania saw themselves losing face in the European concert. Why, asked King Carol, wasn't the Little Entente taken into the French confidence before the Moscow deal was made? Did this new rapprochement mean that Poland and Rumania were to play second fiddle? If so, Titelescu would have to go and the pro-German Goga encouraged. And so Delbos discovered in Rumania what he was later to learn in Yugoslavia—that French prestige was being eclipsed by the new Rome-Berlin axis and the preliminary steps for the new *Drang nach Osten* had already commenced with Dr. Schacht as bellwether and the past mistakes of the French foreign office serving as milestones in the new European orientation.

The costly system of eastern alliances had spent itself. France discovered that the price of hegemony over continental Europe was too big for her thrifty provinces to pay. She wasn't cut out for world politics and crafty diplomacy. She envied the tranquillity of Holland and the Scandinavian countries. Her interests were provincial. Her people wanted to be let alone. Her economy tended toward self-sufficiency. And she couldn't afford the millions of francs to keep the ring of allies around Germany in a state of repair.

French bankers, the Two Hundred Families, and the Comité des Forges began to see in the rising demands of the French working class for a greater share of capital's profits, a more pointed threat to

their class future than the menace of Hitlerism. The world depression which ushered in Hitler narrowed the vision of French capital. The fear of a new Jacobinism inspired by Russian Robespierres made the rich bourgeois anxious to come to terms with Hitler so that they could meet the threat of organized labor at home. The falling franc and the increased taxes disposed them to welcome a British lead that would lighten the burden on their falling finances.

The surrender to Chamberlain was not entirely dictated by the Right. Blum succumbed to the spurious "non-intervention" policy no less than Flandin. At no time did Blum buck the peace-at-any-price bourgeoisie. There seemed to be no question about antagonizing Italian and German penetration into Spain during the two-year period of the Popular Front, despite the pressure from the Left. We suppose the only great difference between Blum and Laval was that the former permitted the frontier to remain open while Laval might have closed it at once. National defense played a role secondary to the petty interests of the middle classes. Blum never challenged the bureaucracy of the Foreign Office, nor did he seek support from the French military for a policy of quick interference on behalf of the legitimate Spanish government. Blum needed the Radical Socialists in his Popular Front, but the Radical Socialists, even more than the Socialists, are a timid bunch. It is difficult to see members of the *petit commerçant* class take an aggressive step outside their own countries to forestall a greater threat later. They have had enough of war. They stand for peace and small profits. How different was the action of Poincaré and the bankers who supported him when the German reparations weren't paid! The Left remains provincial in foreign policy. Its ranks often resent the spurring tactics of the communists to have the government follow a strong foreign policy against the Rome-Berlin axis. It prefers to build Maginot Lines on its own territory rather than continue an audacious foreign policy with the assistance of Poland, Russia and the Little Entente.

Whither France? Daladier at the Radical Socialist Congress held at Marseilles a month after Munich, continued his retreat from Europe. He dwelled on the importance of French empire, not unlike the France after Sedan. France must be an empire builder, he said, "on it (empire) largely depends the future of France." The Radical Senator Berthot brought in a report saying that France should carefully limit her commitments and treaty obligations particularly in eastern Europe. "This does not mean France's abdication as a great power. But France is a Western Power, a sea power, an African and colonial power, and the development of our colonial empire matters more to our future than the thankless task of European policeman or even Europe's banker—a task which after a victorious war we imagined

we might assume on the strength of the prestige of our armies."

This new policy had been forecast by Flandin early in 1938, a month before the Anschluss. It was repudiated then but now it seems that Flandin anticipated Chamberlain's foreign policy by months. From the British Tory standpoint, the future of Europe has to pivot around expanding Germany rather than static France. What is hard to understand is the shortsightedness of the Right, with M. de Kerillis excepted, in falling behind Flandin's thinking early in 1938. With the adoption by the Radical Socialists of Flandin's retreat from Europe, the revolution in French policy is complete. It involves peace with Germany at any price, strengthening of her defenses along the Maginot Line, a plain statement that France will not surrender an inch of territory to Italy and repudiation of all eastern alliances in order to placate Germany. In return for this surrender of French hegemony to Hitler, Germany will concentrate her expansion eastward towards the Ukraine. She will give up the idea of recovering Alsace-Lorraine and she will refrain from egging on Italian ambitions in Africa. In the past French diplomacy strove at neutralizing Italy in order to discourage a German aggression. Now France aims to prevent any Italian aggression by keeping Germany quiet. The basis of this "peace" with Germany is the Franco-German declaration of December 7, 1938. This is the revolution in French diplomacy for which we have to thank Flandin and Bonnet.

From the British angle, the part cut out for France fits into the new drama written, staged and produced by the Chamberlain Tories and advertised extensively in the *Daily Mail*. France, after being isolated from her former allies, is to be neutralized. She thus becomes entirely dependent on Great Britain for her foreign policy. As the aggressive appetite of the fascists clamors for more and more, the British keep their empire intact and throw pieces of French empire to quiet the wolves. They come to a working agreement with the German eighty millions because in round numbers the Teutonic threat is double the French. If German expansion reaches its limits after the absorption of Eastern and Central Europe and if German imperialism hungers for expansion as it did before the First World War, parts of the French empire in Indo-China and Africa will be detached after the classic appeasement formula and peace will be prolonged for a few more years. France, already a second-rate power, may have to join Holland and Sweden and perhaps end, like Czechoslovakia, by finding security as a German satellite.

Another Tory plan contemplates a clash between Hitler's war machine moving eastward and the Soviets holding tightly to the Ukraine. Like Napoleon in Moscow, Hitler might enter Russia but there is no telling the condition he would be in after he began

leaving. The upshot would be the annihilation of the two challenging ideologies, while Britain would continue to rule the waves and advance loans to bleeding Europe at fancy interest rates. Perhaps at this stage of Hitler's exhaustion, the British might find the time propitious to swoop down upon Germany and administer the *coup de grâce*.

It seems pretty certain in many bourgeois and reactionary groups in France that *any* peace is preferable to war. The rich fear a successful commune with the next war—a commune which an active communist party stands ready to support under the flaming leadership of the Third International. While the rich may hate the Germans with the traditional Gallic hate, they admire the subservience of German trade unions to national policy and are sympathetic with the devastation wreaked upon radicals and communists. For them, any system that guarantees profits is superior to one in which profits are shrinkingly smaller. This group is typified by Louis Marin's *Union Républicaine Démocratique*, a party constantly calling for the expulsion of the communists from the Chamber, the exclusion of political refugees, who are nearly always proletarian in sympathies, and the limitation of Jewish interests in business and politics. The Cagoulards were supported by these rich reactionaries and the Cagoulards were not above accepting subsidies from Hitler to do the dirty work of undermining the republic. These reactionary elements comprise members of the Two Hundred Families, the gentlemen who control the Comité des Forges, the banking classes and the big business men. Since the Popular Front social reforms, the class war threat has been made more real to these groups and they have grown to fear class conflict more than they do Hitler and Mussolini. At one time, when Poincaré was premier, these same groups backed him in demanding the pound of flesh guaranteed at Versailles. They wanted to see a prostrate Germany. But now they would rather see a prostrate trade union movement in France—at any cost. As for collective security, they would depend on the Maginot Line, a new rearmament program and friendship with the British.

The great mass of Frenchmen are not proletarian-minded. The peasant, artisan and professional man constitute the backbone of the French population. Intellectually they may see the advantages of the socialistic order of society when it does not go further than a discussion over some cognac, but essentially they remain strong defenders of property. When threatened by the rise of Big Business and the limitation of their personal liberties, as they were under Doumergue and Laval, they will rise up and overthrow their masters. They will even enter a Popular Front government to recapture their hold upon the government. But when the threats subside and the Cagoulards and Big Business take a back seat, the

peasant and little business man will react the same way to the rising power of the proletariat. These groups are ridden by fear of war even more than the proletariat or the very rich because in the last war they suffered the most. It was their children who died at Verdun, their land that was devastated by the Boche and their small savings that suffered the perils of monetary revaluation. Foreign policy for these people stands for peace at any price, small crumbs to labor, few foreign commitments and little dallying with either Russia or Germany. The Daladier ministry (if it should still be in power when this is printed) represents the petty bourgeois interests better than the Blum or Flandin governments. And the property instinct of the French middle classes has more in common with Flandin than with Blum. Small wonder the Daladier government finds its majority coming from the Center and the Right instead of the socialistic Left. It is no surprise to see the Radical Socialist, Senator Berthot, repeating a statement of policy originating in the Center-Right.

The foreign policy of the radical socialistic government is a gamble. Can France surrender her primary position on the continent and yet hold on to her empire? Bonnet thinks so. Senator Berthot thinks so. Both live in the hope that Hitler will become so bogged in his eastern adventure as to forget Alsace-Lorraine and the French colonies. Herr von Ribbentrop encouraged this idea in the Franco-German agreement. But we know from past performances what nazi promises are worth when the internal pressure increases and the Ukraine adventure loses its diplomatic bargaining power.

There is discernible a certain nostalgia in the French press for becoming like the Dutch: domestic tranquillity, no expensive alliances and a rich empire. Nothing would suit the Frenchman better than to cut his country off from the Rhine, the Alps and the Pyrenees and float out a few hundred miles into the security of the Atlantic. Not too far out, of course, for that would spoil the grape culture. The rub is that where the Dutch can get away with their empire through the sufferance of the British navy and the virtue of being inoffensively small, the French will meet another fate. France possesses size as a continental power. She remains forever a challenge to the greed of nations, to the fascists in particular. Her economy like her population is contracting. England will not hesitate to come to an agreement at her expense if by so doing she can satisfy the rapacity of Germany and Italy and still keep her possessions intact. The British have the security of an empire peopled in many parts of the world by their own kind. The French imperialists must depend on the good-will of nations to respect their possessions. We know now how much good-will was shown at Munich.

Leadership Versus Modern Educational Trends

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In a recent article Dr. Conant says: "We must endeavor to fit all our students to be good citizens and to prepare the ablest for careers of distinction."¹ This statement would seem to synthesize the whole problem of modern education, that is, education for citizenship and education for leadership.

The old idea that secondary schools are selective and designed to educate only the more capable and the economically favored, has been quite generally supplanted by a more democratic concept. It has been estimated that approximately 65 per cent of the young people of high school age today attend high school.² Students from families representing all walks of life are, as a consequence, to be found there. Furthermore, there is a high corporate life—a certain *esprit de corps*—displayed among students of high school level which can be utilized to build or tear down democratic ideals.

The American educational system is unique, in that it is an outgrowth of the development of our democracy. Hardly a quarter of a century ago we were accustomed to look to the graduates of our liberal arts colleges for the great leaders of our country. It was there that great men of science, medicine, law and the ministry were trained. In fact, the liberal arts college came into being to meet the demand for an institution to educate for the ministry and the aristocracy. This type of education presupposes that social conditions remain constant. With time it became evident that education for these two purposes was not adapted to mass education. Greater and greater need, therefore, was felt for an education intended to prepare one for a life which is constantly changing.³ Hence, we embarked on the enormous task of educating everybody. The process has been gradual for the reason that Americans have been exceedingly traditional in their educational program. Most educators have been timid and fearful about criticizing long established educational policies. Educational reforms are frequently frowned upon as a *bête noir* to be feared at all times. Nevertheless, education in a de-

mocracy must perforce be dynamic; it must actualize the potentialities of the individual; it must cultivate and cherish the democratic ideal of culture with special emphasis placed on zeal for continuing growth, intellectually, spiritually and socially; it must produce a citizenry capable of making momentous decisions wisely and of formulating an intelligent public opinion; in fine, it must make for leadership.

The school, the home and the Church are influential factors in molding the character of people and determining, to a great extent, the ideals of our culture. The school seems to bear the bulk of the responsibility. If a crime wave sweeps over the country, it reflects on the school; if political pollution is in evidence, the school is blamed; if the country becomes "ism-minded," the school, it is said, is not educating for citizenship in a democracy. In fact, the school is censured because it has failed to influence the behavior of our people. In the light of the responsibility which is placed upon the school, it would seem imperative to alter the content of our courses in the direction of enriching them to "serve as a basis of satisfaction and full life for the average citizen."⁴ In other words, our curriculum must parallel the needs of a democratic society; it must assume the responsibility of providing a reasonable amount of courses in the cultural and social studies to meet this demand.

Superintendents today are confronted with the problem of providing the best possible type of education for the masses; simultaneously, students must be equipped in mind and character for leadership. A democratic education, to be truly functional, must make provision for individual differences by supplying a varied curriculum. Heretofore, course offerings have been inadequate to fit the infinite variety of mental patterns found in the school. While we are well aware that intellectual ability is essential to success in any profession, still, provision must be made in our curriculum to meet the needs of the less intellectual, those who, through guiding and counseling, would later make a success in their chosen field. It is essential to stimulate the student, to urge him to achieve at a level consonant with his innate and applied ability. Is it not evident, therefore, that the

¹James Bryant Conant, "The Function of the Secondary School and College in Educating for Social and Cultural Leadership," *School and Society*, XLI (January 5, 1935), 1.

²"The President's Report," *The Educational Record*, XIX (July, 1938), 279.

³William John Cooper, "Professional Leadership in Education," *School and Society*, XXXVII (March 11, 1933), 310.

⁴James Bryant Conant, "The Function of the Secondary School in Educating for Social and Cultural Leadership," *School and Society*, XLI (January 5, 1935), 7.

old types of curricula based largely for a limited number of pupils are inadequate to meet the needs of the increasing mass of young people who flock to our high schools today?⁵ Are we expected to fit the student to a traditional and perhaps outworn educational program? It would not seem feasible. Should it not be the responsibility of the school, therefore, to make the adjustment necessary to meet modern needs, which is to prepare our students primarily to become worthy citizens and secondarily, to train for leadership those students who give indication of possessing the essential qualities of leaders? An attempt must be made early to identify the more capable and provide appropriate training for them since our intellectual leadership of tomorrow rests on the superior talents of students now enrolled in the most insignificant as well as the largest institution in our land.

Schools are in business to perform the practical task of developing leaders. The question, therefore, which every superintendent or principal should bear in mind is this: "What constitutes the best preparation?" After a clear definition of purpose is formulated, a program must be projected to achieve it. This will find expression in a varied curriculum—a curriculum which will supply types of educational experiences to meet various situations, in short, a curriculum which will provide a creative atmosphere. Furthermore, the curriculum must be such as will teach our students "to act as men of thought and think as men of action." Thinking and acting must not be divorced in educating for democracy. We must teach our students to think and act together, though not necessarily alike,⁶ otherwise, our democracy will vanish like other democracies have vanished. A democracy implies associate living. To function effectively, therefore, there must be intelligent coöperation in problems requiring joint solutions; there must be social loyalty and understanding of social, economic and political problems. There is need of reorganizing our educational system to make it more democratic, functional and include training for social and business efficiency.

The responsibility of the secondary school superintendent in a democracy is to plan the curriculum so as to retain as much as possible of the "cultural heritage of the race," and at the same time, train for worthy citizenship and leadership. It is a huge order, as he is well aware, to attempt to fill in a limited time.

Much has been said and written under the caption of curriculum, but it is well to remember that the curriculum is not the be-all and end-all of effective teaching. Harold C. Binkley aptly brought his point home when he stated: "Fortunately, however, teach-

ers with force and vision can overcome almost any handicap which curriculum can create. Conversely, no contriving of courses and plans will compensate for unenlightened instruction."⁷ And, furthermore, "... education will be most effective when the members of the teaching staff have common objectives and a common plan—however broad in outline; and when they are capable of working together purposefully, understandingly and intelligently."⁸

Today, more than ever before, superintendents and those responsible for the formulation of a workable curriculum, are baffled by the problem which the non-academic student presents. By a non-academic student is no longer meant a student who lacks academic interests and abilities. He may possess both qualities, but due to lack of financial resources, he is forced to pursue a commercial course; or again, he may be incompetent. What is to be done with the non-academic student? This is a serious problem. There is a tendency for most teachers to assume a militantly antagonistic attitude toward him. Moreover, schools are staffed with teachers whose training has been, to a great extent, centered on the acquisition of a body of subject matter. Advanced study in the philosophy of education has tended to either make them immune from change or encouraged them to rationalize the traditional curriculum. Consequently, the faculty lacks enlightenment on modern educational needs. The final result is a discouraged superintendent and a bewildered faculty.

It seems evident that if democracy is the most satisfactory form of government, every effort should be made to understand its problems and to harmonize differences. Since the proper objective of education in a democracy is the creation of students who are capable of continuous growth in self-realization and desirable associate living,⁹ it would seem that the academic-type teacher presents the most serious problem. A democratic, courageous and intelligent effort should be made to re-educate teachers in the direction of a dynamic philosophy of education in order to serve the vital need of our American youth. The education of the teachers themselves is a matter of profound social concern since they are, without doubt, the most vital single element in any intellectual pursuit. They must have a superior understanding of human nature; they must be leaders in our secondary schools, guiding, assisting, counseling and instructing, always with due regard to individual differences and potentialities. In fine, our teachers are the molders of men and women. Sympathy, understanding and sincere human interest, therefore, must

⁵ "The President's Report," *The Educational Record*, XIX (July, 1938), 279.

⁶ Sister Joseph Marie, "Teaching for Social Efficiency," *THE SOCIAL STUDIES*, XXIX (December, 1938), 354.

⁷ Harold C. Binkley, "Design for a College Curriculum," *The Journal of Higher Education*, IX (November, 1938), 411.

⁸ Karl W. Bigelow, "The Education of Teachers in a Democracy," *The Educational Record*, XIX (July, 1938), 293.

⁹ *Ibid.*, p. 294.

be as much a part of the teacher's equipment as his academic and technical training.

In the light of the whole situation, might it not seem more desirable to inaugurate an in-service teacher education policy? Faculty seminar groups might be organized for that purpose. Teachers should be expected to read current professional books and magazines. Extension service will offer such courses as teachers need in guidance and education in a democracy. Personal conferences with teachers on modern educational trends, will be found helpful. At faculty meetings, the opportunity should be taken to bring in speakers from outside, who will stress the need of

educating for leadership in a democratic society. Teachers should be expected to do some personnel work, guiding, advising and assisting students to pursue that course for which they seem best adapted by nature and interest, rather than because of its specific and remote vocational objective. Lastly, interest teachers in making with the superintendent a thorough curriculum study, in keeping with the best modern educational philosophy, for it is only when reform comes from within that a program can be formulated which will be lasting and which will function effectively in a democracy.

Poster "Blueprints"

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Those who follow the common practice of omitting the introductory paragraph will find themselves reading in the succeeding ones what seems to be an indictment of history and geography posters. Such, however, is not the purpose of those paragraphs, for it is recognized that the reasons for the making and using of posters, as well as of all illustrative projects, are sound and need neither defense nor repetition. It is, however, an activity that tends to get out of control, experience and observation showing that it may fall short of its purpose for many reasons. These, incidentally, are not listed in order of importance or frequency, which vary from pupil to pupil and from class to class:

1. A lack of originality, a disheartening recurrence of the same ideas, indicating the source to be textbook illustrations, other pupils' work, previously made posters, teacher's suggestions, rather than the pupil's own need, interest, or inspiration.

2. An injudicious choice of topics, a presentation of the obvious, the unessential, the unrelated.

3. An unfortunate "synchronization." By reason of the time required for its completion, the poster is too often brought in after the topic has been studied and mastered in class. This makes of the work an individual effort and display, rather than a teaching help for the entire class.

4. The physical problem of display and storage. If all the pupils are encouraged as they should be to contribute to the project, in departmental classes totaling 200 or more pupils, only one poster a year from each constitutes a number that cannot properly be displayed nor integrated with class study and discussion. The usual, and indeed the only, way of handling them is to credit them in the pupils' grades,

display a choice few, and destroy or return the great majority.

5. The wrong conception of the purpose of the poster by pupils, and parents, also arising perhaps from the fact that practically all the work is done at home. Too often the poster is used as an "extra credit" device by the pupils whose grades need bolstering. Such a pupil, weak in understanding and interpreting problems, will, with too much outside help, produce a poster that is usually of doubtful or isolated value, or if superior, is entirely incommensurate with his known ability.

6. The fact that a fertile brain is not always accompanied by a skilful hand, and vice versa, the result being either a good idea crudely or inartistically presented, or a shallow idea beautifully executed.

7. The fact that materials and means of getting them, space, time, leisure, and most of all, patient encouragement, are lacking in the home of the pupil whose need for them is greatest.

Now to turn from the above problems in the making of posters to a quick review by means of the five reportorial W's of the ideal situation, admittedly unattainable, as is any ideal, in its entirety:

Who—the pupils, themselves, and all of them.

When—whenever the need or interest prompts.

What—topics that are pertinent, original, and worth while.

Where—at school.

Why—to enrich, to arouse and hold the interest of the individual pupil and of the class, to provide an avenue for original contribution, and to facilitate mastery and review.

In an effort to strike a happy medium to solve some of the problems and to approach somewhat the

ideal, there may be developed what can be called poster "blueprinting." This means simply that each pupil submits, as do artists, architects, and builders, a "blueprint" of his work, a miniature plan, on ordinary 9 by 12 inch paper, done as clearly and as neatly as possible. The pupil who has difficulty even with simple sketches may depend to a great extent on word pictures. Each blueprint is accompanied with an explanation of how the pupil believes his work will benefit himself and the class.

These blueprints are done at school. The pupil in preparation may use reference material and consult others, but he himself organizes and completes his work during the class periods. The teacher, and the class, too, have an opportunity of guiding and helping, encouraging a good start, and suggesting ways to improve a poor one.

When the blueprints are collected and examined, any weakness in handwork is disregarded in scoring, providing the work is done thoughtfully and neatly. The emphasis is thus placed on the clear presentation of a worth-while idea. Since the work is done in class, equitable grading is easier, because inequalities of the pupils in regard to time, material, and adult help at home have less influence on the work.

Out of the plans submitted, there will be the usual range from superior to poor, but the number of the latter will have been lowered and succeeding projects will be progressively encouraging. In any case there will be at least an effort from many who undirected and unaided could not or would not have done anything at all.

Among the best plans there are sure to be some that should be worked out in large size for class use and added to a permanent and cumulative collection.

Such a collection in the size and number that can be properly stored, will be available whenever an occasion arises for its use.

From the blueprints under consideration for addition to the collection the class can help to choose and in the process of choosing learn a great deal. Then committees of three or four, responsible for making the large posters, can advantageously combine the various talents of the class. These committees using school materials and working efficiently can complete the posters at the time when they will do the most good. Recognition on the completed work is to be given to all whose ideas, time, or talents are incorporated into it.

The poster plans need not be destroyed, nor stored away, but can be kept by each pupil in his notebook, with his maps and other work. Thus comparison and improvement in choosing, organizing, and executing can be noted by both pupil and teacher. Poster plans can be made regularly as class assignments in studying a unit or in reviewing it, in the latter case each pupil concentrating on a topic that the review tests or discussions show him not to have thoroughly mastered.

The poster blueprint method has several advantages. If seriously developed, it stimulates creative thinking, thoughtful planning, and careful execution. It provides for the teacher a means of encouraging and directing the children's natural bent for illustrating, and it gives the pupils a greater opportunity to engage in one of their favorite activities. Class participation and coöperation result in posters of measurably higher quality and teaching utility and in immeasurably greater gains from the interchange of ideas.

Introducing Current Problems in American History Courses

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With the increasing importance of current problems in American history courses in recent years there has come a growing realization of the difficulty of effective teaching in this field. It is generally accepted today that no aimless "current events" report will lead pupils to a real understanding of our problems. But every teacher experiences difficulties in developing this necessary understanding—by whatever method—within the scope and order of the history course. The beginning of the school year brings to the teacher classes of pupils most of whom

are quite unfamiliar with the political, social, and economic situation in which they live. Very few of them are prepared to understand developments relating to current problems as they are presented in newspapers and magazines.

It is obvious that no thorough understanding of the situation today is possible without a knowledge of the past in which it has its roots. Yet if we wait, in our year's study, until the pupil has approached these problems historically, we deny him many opportunities for learning and for the development of skills

and attitudes in reading and interpreting news which the social studies should afford. For the sake of developing critical reading habits, and in order that current affairs may become "alive" to him, the pupil should study these developments as they occur and as they are presented in ordinary newspaper and periodical print. If we accept this latter belief, and include in the class work a consideration of events as they happen, the results are often most discouraging. For when, in the course of the year, important events or developments occur, the teacher realizes that they are virtually meaningless without the preliminary presentation of a considerable amount of background information. Even if this information can be given the class "on the spot" the event and the accounts of it will inevitably lose color and life and become classroom work devoid of much possible training value.

There seems to be no perfect method of meeting the problem. However, we may find a practical means of dealing with it in an early-in-the-year preliminary study of the current situation. Let the teacher forget, for a few weeks in the fall, that his is a history class and convert it into a group for the study of current problems. The number of days and weeks devoted to this work will vary with the teacher's desires as to thoroughness of study and with limitations imposed by the regular course of study. Experience indicates, however, that as many as five weeks in the early part of the school year may be profitably spent in such a survey of the present scene.

In conducting the study, the teacher should begin with statements of what seem to be the major problems of the day—and this list of problems should be developed coöperatively in the class. These statements, coming from the pupils and being merely guided in their formulation by the teacher will, by reason of their coöperative development, encourage an interest on the part of the class. Usually a list so developed will be found quite comprehensive. To make specific additions to this framework and to bring the study closer to the local situation, the class may make a brief survey of key persons and institutions in the community, ascertaining the problems in special local fields of industrial and social activity. Having then drawn up a relatively complete statement of the major problems to be considered the class should select for first consideration the one that appeals to them as being of greatest importance or most immediate interest.

In setting up the study guides for the problems, the teacher should again employ a coöperative method in so far as it is practicable. General aims and some specific questions can be drawn from the class. Especially after one or two of the problems have been considered, suggestions for obtaining information will be forthcoming from the pupils themselves.

Many details will be provided by the teacher who must, through preparatory work, have in readiness questions, suggestions, and guides to materials on each problem.

Means to be employed by the pupils in carrying out the studies will be varied. Many of the problems may be introduced with brief readings in text or reference books. The *Reader's Guide to Periodical Literature* may in many cases be consulted for the best sources of material. Yearbooks and almanacs will furnish detailed information on some subjects. If classes in previous years have used good classroom newspapers, which have been preserved and filed, these will often provide suitable summaries of affairs of recent importance. Newspaper files, if available, or files of weekly news digests published by certain papers, will be found practicable. Pamphlet materials, obtainable from numerous organizations and "pressure groups" can be helpful if used critically.¹ Sound periodical literature and books will be found which can be used to provide the better pupils with advanced reading material.

Throughout these studies the teacher should give constant and careful attention to the pupils' comprehension and proper use of important words and concepts, for reading and discussion alone will not guarantee their understanding of basic terms. Wherever possible the study should bring the problem close to the pupils' experience. Taxation, government and industry, and housing, for example, need not remain merely textbook and classroom studies. Most national problems can in some way be related to local conditions. Every study should be used too, as an opportunity for training in such skills as outlining and summarizing. Emphasis on these understandings and skills will be found to be congenial with the work and of great value throughout the year.

In guiding the consideration of each problem the teacher will be faced with the questions of how far the roots of the present problem should be traced and of how much time should be devoted to its study. These can be answered only in the light of the materials available, of the peculiarities and importance of the problem itself, and of the total time to be taken in the survey. Some items, such as certain problems involving international affairs, may be sensibly studied by using the World War as a starting point. Others, such as those relating to big business, should perhaps go back to the Industrial Revolution. After the first statement of major problems the teacher should decide what part of the total time will be devoted to each item, and then adhere to these time allotments as religiously as possible, for the work which might be done on any important problem is

¹The National Council for the Social Studies has published (1937) a bulletin consisting of a bibliography of pamphlets for use in social studies classes.

virtually limitless. It must be kept in mind that the treatment cannot be thorough. A comprehensive understanding of any problem will come only after the eventual historical approach in the regular year's study. The purpose of the survey is only to give the class a rudimentary, working knowledge of the major aspects of the current scene, a little insight into what has created our problems and what is being done to meet them.

A brief, systematic period of study of this type early in the year's work, will have definite and lasting value. In the first place, pupils will be better prepared to understand the news that they read during the year. They will be ready to comprehend important developments as they occur and without a laborious and deadening process of background explanation. News which is evidence of significant development is news of importance, and with this preparatory work in current problems no occurrence worthy of note will appear to the pupil as an isolated fact. Current events will become current *developments*.

Secondly, the problem of selection of news during the year from the vast mass of available material will be simplified. The teacher, in guiding the choice of problems for the survey, will be able to select them and emphasize the study of them on the basis of sound criteria. Probably the safest guide will be found in the relation of these problems to the curriculum itself. Only those of significance will be treated, and emphasis will vary with the importance of the item. The tendency will be, then, for this preliminary study to provide the pupils themselves with these same standards for evaluation of news; and they will have, in their familiarity with important current problems, an incentive to study what is essentially valuable. Anyone is most curious about those affairs of which he has some knowledge. And if we expect pupils to take most notice in their news reading of those current developments which we consider important we must see that they are equipped with at least enough knowledge to arouse their curiosity about them. Any means by which pupils can be encouraged

to give attention to those events which are significantly related to the curriculum is worthy of attention. The earlier this encouragement can be given, the better will be the year's work in current problems, related to history.

Not the least valuable aspect of an early study of current affairs is the opportunity it provides to begin the training of pupils in essential skills, habits, and attitudes. Every problem studied suggests many possible modes of attack, involves the use of a variety of reference materials, and leads to purposeful outlining and summarizing. Work with newspapers and magazines provides a means for introducing critical reading of these sources of information and presents an excellent opportunity for instruction in the detection and analysis of propaganda. A familiarity with the soundest and most useful publications will result, providing pupils with a foundation for the establishment of good reading standards. Such training is an essential part of social studies work, and if a start in it can be made early in the year through a study of live issues, the months ahead will afford opportunities for using these skills and developing right attitudes with a more reasonable hope that they will endure. It may be well to suggest that the work in current affairs during the year can be based on the problems studied in the preparatory period. Pupil committees, each responsible for developments in a certain field, may keep bulletin board records and make reports to the class on new occurrences. If notebook records of each problem are made a part of the work, these individual records can be continuously brought up-to-date during the year by means of clippings, summaries, and notes.

The time taken from the regular order of study and devoted in the manner outlined to the development of an understanding of current problems and of the present scene will not be wasted. It will be found not only helpful in subsequent studies of current events, but a means as well, of giving purpose and direction to the year's study in American history.

Community Relationships and the Course in Social Problems

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Socrates admonished his pupils to know themselves. Professor Henry Johnson has admonished teachers to stay within the pupils' own experiences. If pupils are too limited in experience, he urges

teachers of the social studies to make experience for them. This he holds to be most important in successful instruction in the social studies. The social studies teachers of the Roosevelt Senior High School, Min-

neapolis, Minnesota, have put "knowing your community" at the beginning of social wisdom. The first step in the attack of any problem is an inquiry into its relationship to the home conditions of the pupil. This may be the study of a tax statement, an electric power bill, the cost of transportation for members of the family, or an interview with the breadwinners in the family about their jobs and the industry of which their jobs are a part.

The fathers of many of the pupils in the Roosevelt High School district are employed in the Ford assembly plant on the banks of the Mississippi. Naturally, many of the pupils are interested in the manufacture of automobiles. Here is an opportunity for the skillful instructor to motivate this interest in the direction of the effect which the development of the internal combustion engine has had upon social destiny. A mere study of past developments and the mechanics of the gasoline motor is not a satisfactory fulfilment of the requirements for the study of this project, but it is a necessary adjunct to it. The pupils who chose this project read all that could be found on the subject in their textbooks, school and public libraries, after having interviewed workers in the industry and visited the assembly lines in the plant. Some of the conclusions reached as a result of oral reports and class discussion of the project were interesting. Pupils expressed their admiration for the genius that had organized the assembly line, with its perfect timing, its coordination, and tremendous capacity for production. They pointed out that it was an American system, possible only in a society which gave free play to individual enterprise. They speculated as to the possibilities of danger to such an intricate display of American business genius if government should clamp down with too firm a control. Could politicians, they asked, rise to such heights of efficiency? Many became deeply interested in the economic theory of mass production, small profits, and large sales, due to increasing demand which high wages and lower prices created. Others became curious about the relation of this industry to other industries and the possibilities for more jobs and more real leisure as mass production came more and more to pattern itself after the automotive industry.

Social change came in for its share of thought. By having made one hundred miles today no greater than five miles were years ago, many pupils ventured that the automobile might eventually eliminate small units of government, decentralize population, and revolutionize our economic structure. The development of the internal combustion engine to the *n*th degree by the dictatorships of Europe, they concluded, had materially affected the world's destiny. Because of this development Germany could strike quicker than France or England, and therefore the Peace of Munich, for good or ill, became a reality.

Great Britain's dominion of the seas availed her little. A newer and more fearful weapon had been forged by the engineering genius at work on internal combustion engines, and democracy found itself in retreat—temporarily, at least.

A visit by some members of the class to traffic courts and interviews with traffic officers made pupils concretely aware of the need for the strict enforcement of traffic laws, the proper maintenance of traffic arteries, and well planned highway construction. Traffic hazards in the city, such as blind corners and railway crossings, were illustrated in the classroom by blackboard drawings. This was followed by research into records concerning the number of serious accidents and deaths which had occurred at the points in question. The crying need for safety education to check the mounting toll of pain, death, and waste became evident even to listless and disinterested pupils.

The milling industry made Minneapolis an important city. Visits to the Washburn-Crosby mills and interviews with their operators proved to be fruitful for some pupils. The raising and transportation of wheat became a topic of major interest leading pupils into the field of agricultural economics. Textbooks in economics dealing with the law of supply and demand, world markets, single price, and commodity exchanges were read with avid interest. Tariffs and their relation to the agricultural Northwest became topics of heated class discussion. Tariff barriers of foreign nations and their relations to our problem of depressing agricultural surpluses evoked a lively class interest. Concomitantly, pupils became aware that our modern economic order had been made possible by instantaneous communication. The more precocious students speculated about future effects on the economic order of ever increasing swiftness of transportation.

The bakeries of the city enlightened us as to the difference between the cost of raw materials in a loaf of bread and its final cost to the consumer. This led to an analysis of the cost of distribution and a thorough study of the function of the middleman as a specialist in our modern scheme of distribution.

Although lumbering as a major industry has faded out of the picture in Minnesota, pupils interested in home construction found themselves engrossed in Minnesota history at the time when our state was one of the leading lumber regions. Significant as the new interest of pupils in the history of the state might be, perhaps more significant has been their realization of the ruthless waste of natural resources, characteristic of the generation that followed the Civil War, not only in Minnesota, but in all western states. This depletion of forests and soil fertility by wasteful methods of lumbering and farming brought home to them the relation of the past to the social

and economic problems festering in their own community today. They pointed to the tensions existing between employers and employees, which have made Minneapolis a city of class conflict. This, they thought, was due in part to the failure of industries dependent upon the state's wasted resources. Pupils read leading authorities on conservation and gave oral reports and blackboard demonstrations on methods adopted by the federal and state governments for soil conservation.

Clothing projects became one of the major interests of the girls. They searched libraries; they used textbooks and magazines for historical information on fabrics, styles, and manufacture of clothing. The Industrial Revolution, they discovered, had its basis partly in an increasing demand for more clothing to meet the needs of a growing population. They became aware of the relation of industry to growing cities, with their slums, the concentration of population, and sweatshop labor. Their interest in the cotton kingdom of the South with its slave labor, feudal planter aristocracy, and one-crop system was quickened. The evils of the sharecropper system with its miserable poverty and soil depletion were described. Speculation as to the effect of the invention of the Rust cotton picker on the impoverished, unemployed masses of the South became prominent. World cotton prices were examined and again the pupils were confronted with the ever-recurring problem of surpluses.

The wide contacts made by the pupils in the work on their projects brought them first-hand information about the operation of old-age benefits, old-age pensions, unemployment insurance, and the workman's compensation law. In their interviews with employers and employees, alike, they saw better both sides of labor controversies. They wanted all the facts on the C.I.O. and A.F. of L. dispute. The Federal Labor Relations Board and its decisions became more than points of academic interest. They knew people and had friends or parents whose economic future hinged upon its decisions. Future effects of the Federal Wages and Hours Law concerned them not a little. Pupils observed that the battle against disease, premature death, pain, poverty, unemployment, and class hostility was a common cause; that the problems of the community are those of all humanity. A beginning was made in arousing the social imagination into a visualization that our problems are world-wide and time deep; that social relations are a seamless web from which none may escape.

Just as Huxley in lecturing to the working men of England wound the natural history of the island around a piece of chalk, so the social studies teachers at the Roosevelt Senior High School hope to kindle a vision in the social imagination of their pupils of society's experience wound around an internal combustion engine, a loaf of bread, or a piece of cloth.

The Librarian and the Social Living Class

MARY ALICE UPHOFF

Chairman, Social Living Department, John Burroughs Junior High School, Los Angeles, California

No one, if he looks about him seriously today, can deny that we are in a period of tremendous change. All phases of human life and thought, political, social, and economic, are undergoing great upheavals, and none more so than public education. Old subject matter lines have been broken down, and one no longer learns the products of Brazil in the geography class, the growth of democracy in the history class, the appreciation of good literature in the English class, the beauty of a line or curve or a sunset in the art class, or the most convincing way to ask his best girl to go to a dance in the hard school of experience with its classes of trial and error. Modern educators, seeing the interrelationships of all these related phases of social science in its broadest terms, have chosen to integrate or fuse these different phases into one class, which we in Los Angeles call Social Living.

In this class of junior high school level, meeting two hours a day, teachers try to cover all the different concepts that go to make for the good life of

the individual. The different fields may be grouped into four large groups. First, the acquisition of certain fundamental historical facts and movements that will help the individual interpret human life about him, help him see how he got to where he is, and by observation and deduction help him determine how he can better aid in promoting the general welfare. Second, the appreciation of all that is fine in literature, art, music, and all other fine arts. Third, the acquiring of socially helpful attitudes so that he may take his place in society with poise and confidence. Fourth, a familiarity with all forms of expression skills, both oral and written.

Glancing at these four fields one can readily see that a herculean task is placed on the shoulders of the social living teacher. In Los Angeles, curriculum and program makers have anticipated this, and so have provided that in many schools, teachers trained in art and music have several unprogrammed periods and thus are free to go to the social living class and

give expert help in music and art appreciation and interpretation. Yet the social living teacher needs a great deal of help in the reading field, where the student is to develop reading and comprehension skills, learn to collect and make use of factual information, and grow in reading tastes and appreciation. Most social living teachers have been trained as experts in one field only, either English or history, and for that reason do not have the overview of both subjects that is necessary. To whom are we to look for help in this vast field? The answer is the "library teacher."

By the library teacher I do not mean what Earle U. Rugg chooses to call "Janitors of Books" in an article,¹ but rather a well-trained teacher, trained first of all in the interests of young people, and secondly in a knowledge of their books and what they like to read. She should know the junior high school pupil, his interests, his needs and above all, his activities in his social living class. Now, many progressive schools are doing away with the idea that all one needs to learn is a basic text book with a few inadequate supplementary books for reference. They have set up certain units or areas of work, put many books in the hands of the young people, and encouraged them to read widely on the subjects within the area that interests them the most. This is where the library teacher can do her greatest work. She should have time to visit the social living classes at least once a week. She should learn not only what activities are going on in each class, but also with the help of the social living teacher she should know and understand the individuals in the class.

Pringle, in his book on the psychology of the junior high school points out that the junior high is composed of three levels of pupils, immature, maturing, and matured.² These three levels are found in all three years of the school. A library teacher will know and understand these different groups, recognize characteristics of each group, and be ready with books to fit each level. Perhaps the class is ready to "stand silent upon a peak in Darien," with "stout Cortez," or to follow the merry English life at the time of Queen Elizabeth, or to live again with George Washington, and Alexander Hamilton, the thrilling days which gave life to the Constitution, or even to embark with Secretary Hull on his mission of goodwill to our southern neighbors. The library teacher will know of books, pamphlets, and current magazines where the young student can find what he is most interested in.

She will gladly assemble a room library filled with just the right books, and send it at once to

the class room where ample material on a favorite subject will be at the fingers' ends of the youngsters. She can offer no greater service to the social living class than that. Then, some fine day, she will entertain the class with book reviews of some of the latest acquisitions to the general school library. What fun to introduce Perky, the biography of a skunk, to a class interested in animal study, a universal interest of the seventh grade. She will be well repaid for her efforts when she experiences the enthusiastic reaction of the young adolescent when she shows pictures and tells of some of the most thrilling deeds of modern man—a bridge thrown across a wide expanse of gulf, an airplane that will encircle the world in a few days, or the wonders of the great god, electricity. Most eighth graders can hardly wait to get hold of such exciting books.

Then too, she will have the satisfaction of being able to help the tall, shy, long-legged boy, who, feeling since he has been able to make a personal contact with her in the class room, that she is a true and understanding friend, when he asks for a book that will tell him how to act when he takes his first girl to a dance. And she will understand and encourage the big boy, who confesses that he likes to read poetry, but doesn't want anyone to know it, for fear that he will be thought a "sissy." What a privilege for her to have in her very hands the chance to open a new and satisfying world to these young people. This, then, is the mission of the librarian in the classroom.

There is another field wherein the librarian can function not only in the social living class, but in the whole school program. That is in the library itself. Too often the library is a place to house books, and some librarians feel that the only fine library is one where every book is put neatly away on the shelves, and all tables and chairs are in order. Such is not the case in the modern school. There the library is the core, or heart, of the school. Young moderns are encouraged to come to the library as often as they wish. The library teacher is there to welcome them and to extend all the encouragement they need. They must feel that the library is the great textbook of the school, and that there they will find the solution to many of their problems. Ideally, the library should be open one half hour before school, and at least an hour after school closes. A spirit of friendliness and welcome should pervade. Attractive books, as well as reading nooks, should be ready to welcome any young browser. Special shelves or tables should be set aside for collections of books bearing on a special subject. The library should be equipped with the latest and best books and these should be displayed and advertised constantly. An air of busy industry should tell the chance visitor that here is not only a library but a laboratory as well, where many vital

¹ Earle U. Rugg, "Janitors of Books on Reading Experts," *Clearing House*, XI (November, 1936), 164-169.

² Ralph W. Pringle, *The Junior High School* (New York: McGraw-Hill Book Company, 1937).

experiences are taking place, and that here children have been trained to make good use of the most important tool in modern education—books. There is no more thrilling experience than for a young person to suddenly come upon the very bit of information that he has been looking for.

Perhaps this two-fold duty looks like an impossi-

ble task to the modern librarian. She may feel that her duties in the library alone are all that she can accomplish. She should be given clerical assistants so that she will be free to do the finer thing of integrating not only subject matter fields, but boys and girls and books. This is her great challenge, and her great contribution to modern education.

The Social Studies Classroom as a Research Laboratory

P. J. ROSS, JR.

Youngstown College, Youngstown, Ohio

Where weary folk toil, black with smoke,
And hear but whistles scream,
I went, all fresh from dawn and dew,
To carry them a dream.

The writer takes the privilege of revising the verse of Mary Carolyn Davies to such a degree that it may express the thought in the theme of this paper.

Where dispirited pupils toil, within four white walls,
And hear but class bells scream,
I went, all fresh from dawn and dew,
To carry them a dream.

After the labors of the day are finished, the writer has often sat at his desk and dreamed of a classroom environment that would be expressive rather than depressive—a classroom that expresses the true aims of the social studies. In varying degrees our lives are spent in research—searching for the answers to the perplexing problems that confront society today. The man on the street is seeking these answers through many channels, perhaps through conversation with his fellow men that he meets on the street or through some other channel that is as nebulous. Man is unremitting in his search for the "fountain of truth," but usually his efforts are lost in the mirk of claptrap and buncombe too readily offered by the demagogue who plays upon his emotions and prejudices.

Without this training in research, man knows not where to go to seek the truth nor how to seek it. Why not change our classrooms into research laboratories where we can teach these people where and how to seek the truth? Too little emphasis is placed upon classroom environment as a medium of instruction. It takes a dynamic personality to overcome the dull atmosphere of the classroom, and added to this dreariness we may hear the professorial voice monotonously making a vain attempt to expound the truth to his "seekers of truth."

Let us begin our research by remodeling our classroom so that it may be an illuminating medium to these people who are seeking the solutions to social problems. We must vitalize our social studies program through the channels of research and we can begin this vitalization by developing our classroom along the line of a research laboratory. A professional appearance should be given to this type of classroom as much as we give to the physical sciences.

In order that this dream may come true, the classroom that the writer has in mind must be used solely for the social studies. This will have to be done with the cooperation of the administration. The occupied space must be in proportion to the utility of the equipment in respect to the services that it is supposed to render. The location of each item must be treated as an integral part to the general layout for all the equipment. In planning the location of the items, the general outlay of the room, such as the location of windows and doors, must be considered. The usual size of a classroom will limit the elaboration of the plan. However, most classrooms have wasted space which can be utilized for research equipment. To have the social studies classroom function more as a research laboratory, there should be a library, small blackboard space, bulletin boards, a rack for current periodicals in the social study field, a librarian's desk with small card index, a filing cabinet, as well as physical, political and economic maps and a radio. This list is sufficiently complete to meet the needs of a research laboratory for the average school.

The dream is confined to those social studies classrooms that have come under the writer's observation in the last year or two during his visits to a few secondary schools. Many social studies classrooms in other schools may be comparable to the general physical appearance of these classrooms that were observed. Judging from the utility of a blackboard there seems to be too much space devoted to this

feature and not enough to bulletin boards which have a vital place in a social studies classroom. Further observation denoted the lack of a small library consisting of books essentially pertinent to the subject matter being studied, as well as the absence of current literature. There was evidence that very little use was being made of maps and there seemed to be sufficient reason for the disuse of such, as they were very much out of date for the study of our present day systems. Seemingly, such conditions could be overcome by a little effort through planning and at a very small cost, with results of larger dividends to the school by these boys and girls knowing the rudiments of research—the systematic method of searching for information from authentic and unbiased sources.

In many classrooms, blackboards occupy three of the four walls, which is disproportionate to their utility. The wall, back of the instructor's desk, should be occupied by a blackboard as it is convenient to the instructor and to the class for any explanation that should demand clarification by such a method. Modern architects fully realize the invaluable service that a bulletin board renders; as a result extensive space is being given to this feature of the classroom. In this ideal classroom three-fourths of the length of the wall opposite the windows should be given to bulletin board space. An alert instructor—in this case the term "research director," may be more applicable—can take advantage of such space to create interest in his class to search for interesting pictures and articles relevant to the subject matter under discussion. These pictures and articles should not become antiquated by remaining on the board for too long a period, for the student will lose interest in the bulletin board, and part of the purpose will be lost. If the research continues for three or four weeks on one problem, the display on the bulletin board should be changed often enough within the stated period to retain the interest of the researcher. In order to conform more to the order of a laboratory, a committee should be appointed in conjunction with the aid of the research director to collect and arrange the board display. This committee should act as a liaison between the class and the research director. The class should be given as much freedom as possible to plan the display and coördinate it with the work of the master plan for the entire problem. Furthermore, we must bear in mind that the bulletin board is in the classroom for the use of all the social studies classes meeting in that room. The board space must be distributed to each of the classes in proportion to the importance and the amount of material to be collected and displayed during the time the particular problem is to be studied. The clippings, pamphlets, posters and pic-

tures should be so displayed that they will have a symmetrical appearance which will be attractive to anyone who has a sense of proportion.

No classroom has achieved its purpose as a research laboratory without a few shelves of reference books. We shall place the two book shelves in the rear of the room, one on each side facing each other, so that the books may be readily accessible to the members of the class. There, the librarian's desk should be conveniently located near one of the shelves with a small card index of the books listed on the shelves. A library committee should be appointed from each of the classes to serve as librarians during the period of time used in the study of one of the problems. The personnel of the committee should be changed at the beginning of each problem or unit in order that each member of the class may have the privilege of serving in the capacity of a librarian. This would be a training in library science under the supervision of the school librarian with the coöperation of the "research director" of the class. This committee should be instructed as to the service that it should perform for the class. Its members should become well acquainted with the books on the shelves so that they may be able to give some assistance to the pupils in their research work. The question may arise as to the sources from which these books will be secured. This can be easily arranged with the school librarian, as there are books in the social studies that are seldom used in the school library which could be used to a great extent in the classroom library under the direction of the instructor. The books of the instructor are another rather prolific source, that is, if he is willing to loan these. Near the librarian's desk should be the periodical rack with a few periodicals that are of vital interest to the student in his research work.

A filing cabinet should be a part of the equipment of the laboratory. Very good training in research is offered through this medium. The cabinet should be sufficiently large to file reference clippings, pamphlets, periodicals, and documents. The instructor should call on the entire class to mark articles and such other information that would be suitable for filing for future reference; the class should be impressed with the fact that the filing cabinet is limited as to space, and therefore much attention should be given to the relevance of the information. Some time should be given to explanation of the importance of a filing cabinet and to the method of indexing. The index should be according to author, titles, and subjects. A committee may be appointed to act as a clearing house for all information presented by the class that would be suitable for the files. This phase of the research laboratory should prove beneficial to the student in training him to be very discriminating in his selection of materials, assimilating the material,

and the filing of such according to an index system. This is a prodigious plan of encouraging a student to do individual research work for his own edification which will be worthy of his leisure time.

Our laboratory may be completed by installing a small and inexpensive radio so that the members of the class may take advantage of any program that is closely correlated to the subject matter of the unit under discussion. These programs should be very illuminating in the interpretation of the subject matter that is being studied. Such methods of approach may have salutary results by presenting programs in a manner that the student will have a deep appreciation of their value. Over a period of time there should be a wholesome effect upon the community due to these "emissaries" carrying their messages to their families and their neighbors in a manner far more effective than anything that our present adult education can do.

The writer is fully convinced that if the field of social studies could carry out such a program, our classrooms would not be "graveyards of good proj-

ects," but "isles of enchantment," where the student may seek self-expression and enjoy a more abundant life. Let us train our boys and girls to know how and where to seek the truth rather than be prey to the ensnaring propaganda of the demagogue!

Such a program will prepare young people to meet the demands of a democracy with clearer vision, a broader perspective of the real problems, and a more cosmopolitan attitude toward mental processes of their associates. To the majority of the graduates of the secondary schools these channels of information are unexplored. Since they do not have this training they may fall victims to the propaganda machine. This method of research should be illuminating to the teacher. A method which will constantly sharpen his mental processes instead of becoming a victim of apathy caused by the enigmatic effects due to the absence of the wholesome implements of research. So let us as "research directors" seek these desired implements and march with our students into these fields of unexplored riches!

The Motion Picture Study Period

ROBERT B. NIXON

Radnor High School, Wayne, Pennsylvania

Each month there appears in this section a synopsis or synopses of films that may be used in the social studies classroom. The films selected are those that can be obtained free, or by simply paying transportation charges. They include topics in the fields of industry, agriculture, transportation and business. The publishers and the author give permission to teachers to mimeograph or to use these synopses and any other material found in this section in any way as an aid to teaching. All films listed are silent films. Methods for using and suggestions for booking films may be found in *THE SOCIAL STUDIES*, XXIX (November 1938), 306-309.

TRANSPORTATION

Title:	Transportation.
Source:	Bureau of Mines, United States Department of Interior, 4800 Forbes Street, Pittsburgh, Pa.
Sponsor:	Westinghouse Electric and Manufacturing Company, East Pittsburgh, Pa.
Topic:	Transportation.
Size:	16 mm. 35 mm.
Reels:	2, length 800 feet, 2000 feet.
Running time:	30 minutes.
Number:	89

This film presents the evolution of transportation. Before the advent of the railroad, transportation was slow. Early man traveled on foot, then learned to use beasts of burden. The principle of the sled was used in building the Pyramids of Egypt. In the north the dog sled is still used. The wheelbarrow was invented in China. The pioneers of America had the prairie schooner and the stage coach.

The first important railroad in the United States was the Baltimore and Ohio. The first engine was the Tom Thumb. The De Witt Clinton traveled the remarkable speed of thirty miles per hour. Now we have powerful locomotives making 100 miles per hour. However, the greatest strides in sure and heavy hauling have been made by electric engines. George Westinghouse is largely responsible for this advancement.

In this film we see two examples of work done by this new means of transportation. The Hartford, New Haven and New York Railroad in two and one-half hours, on football days, sends forty-three special trains over its electric system, or one train every three and one-half minutes, carrying 137 passengers per minute. The Norfolk, Western and Virginia Railroad negotiated a certain grade at seven miles per hour with steam. Now this is done, carrying 6000 tons of material, at fourteen miles per hour.

ILLUSTRATED SECTION

VOLUME XXX, NUMBER 4

THE SOCIAL STUDIES

APRIL, 1939

THE WAR OF 1812

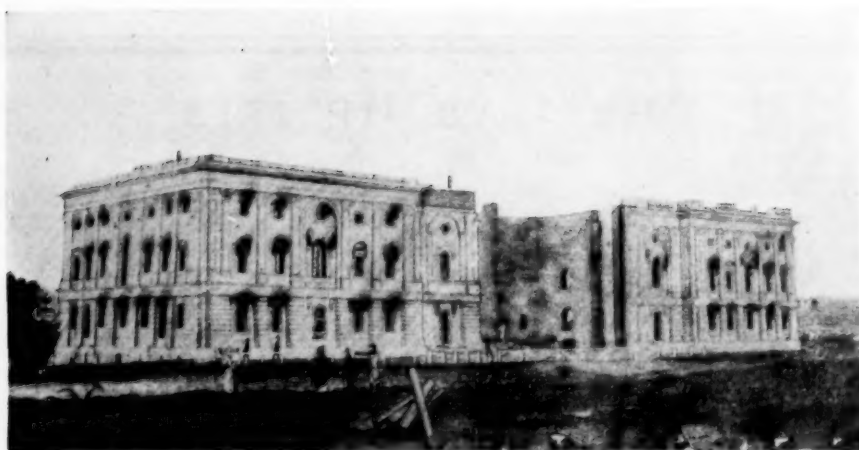


A contemporary American cartoon of the early nineteenth century. Columbia is shown teaching John Bull a new lesson—reading free trade, seamen's rights, etc., and saying to Napoleon (Mounseer Beau Napperly), "When John gets his lesson by heart, I'll teach you respect, retribution, etc." Reproduced from the copy in the Historical Society of Pennsylvania.

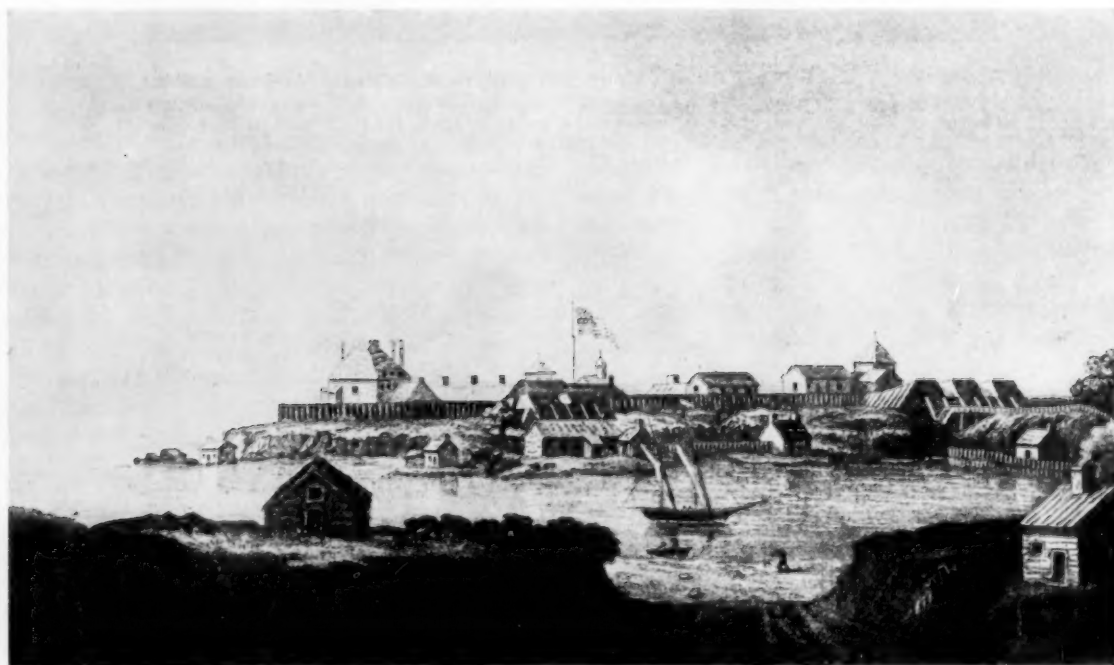


A cartoon printed during the War of 1812. Brother Jonathan (United States) forces John Bull to take a drink of *Perry*; John protests that he would rather have Holland gin, French brandy, or anything but Yankee *Perry*. Reproduced from the copy in the Historical Society of Pennsylvania.

THE WAR OF 1812

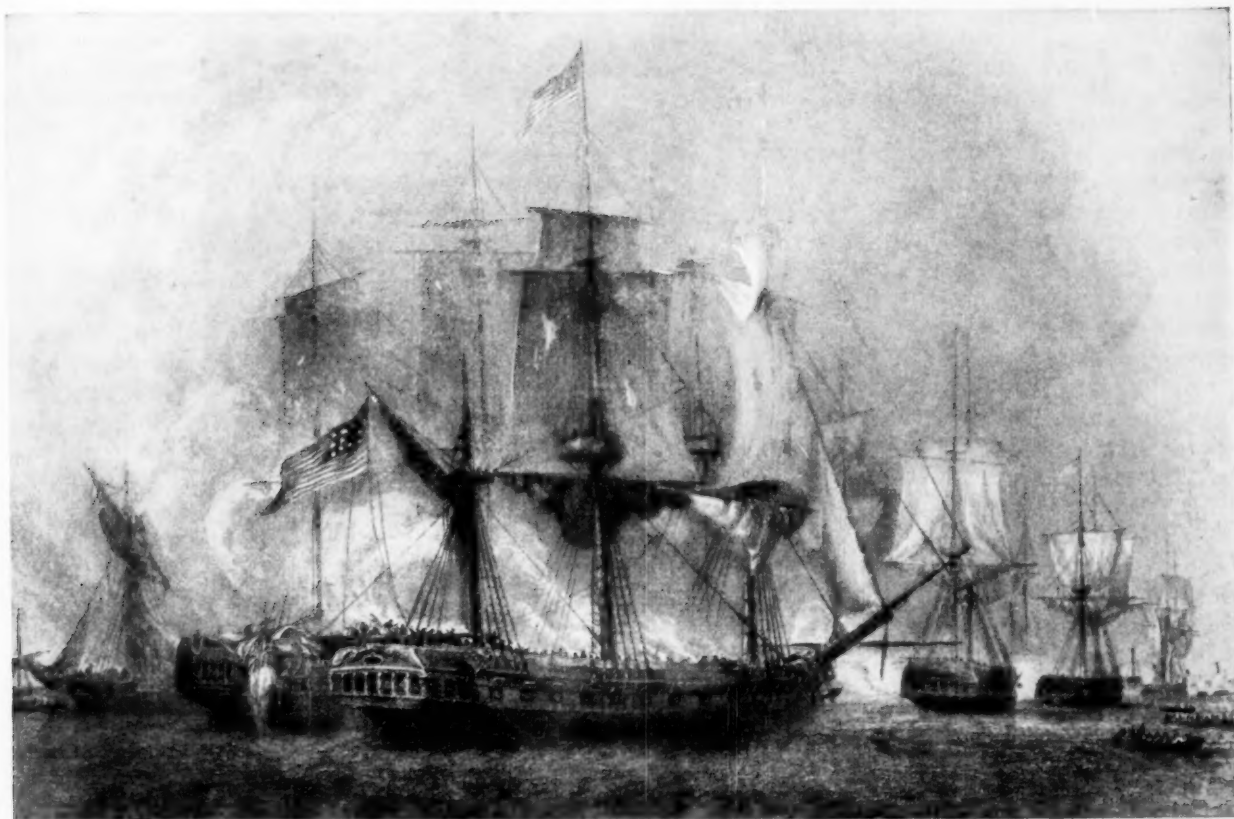


During the War of 1812, Washington, D.C. was captured by the British, following a weak resistance by American troops at Bladensburg. After taking the city, in August, 1814, the British troops set fire to public buildings and to some residences. A storm put out the conflagration and in a short time, during a panic of unnecessary fear, the British retreated, leaving the city to be rebuilt immediately. This picture of the ruined capitol is taken from a contemporary painting.

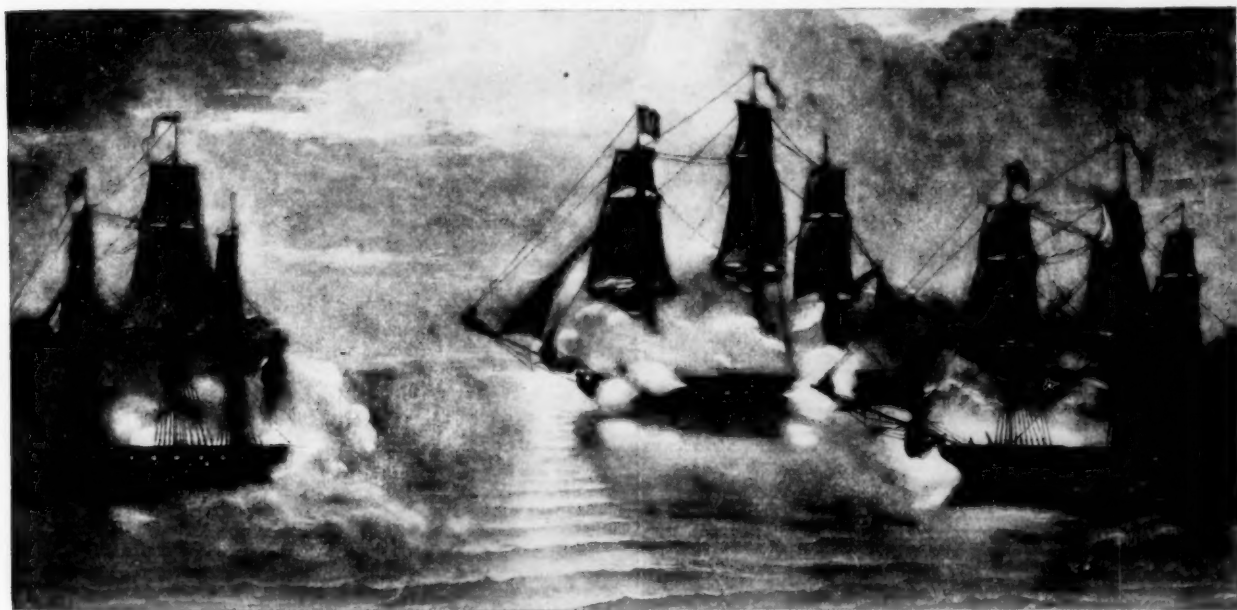


Fort Niagara, on the Niagara River, was built by the French in 1725. It was captured by the British during the French and Indian War. It became the center of British influence during the American Revolution. It was evacuated by the British under the terms of the Jay treaty. During the War of 1812 it was bombarded and captured by the British, but was again surrendered after the close of the war. Its garrison was withdrawn in 1826.

THE WAR OF 1812



On September 11, 1814, Captain Thomas Macdonough with fourteen American vessels, defeated the British fleet of sixteen ships in the Battle of Plattsburg Bay. This victory prevented an invasion from Canada. The picture is from a steel engraving made fifty years later.

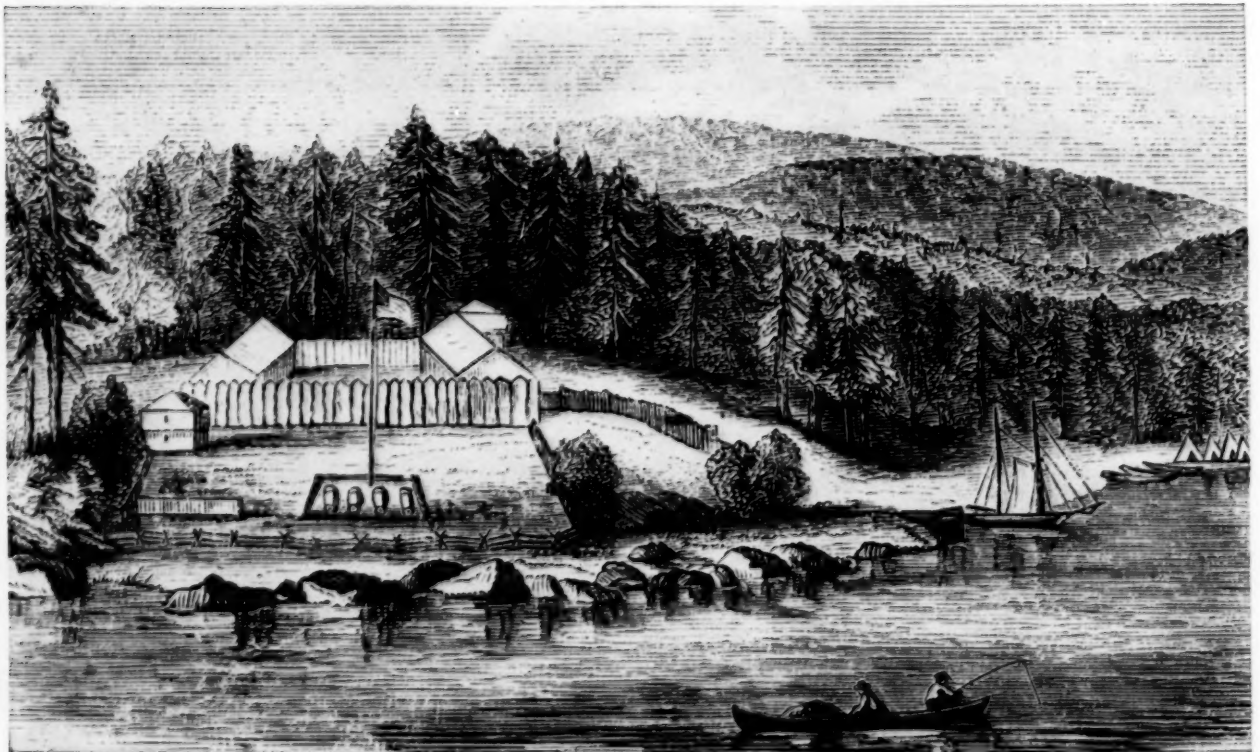


A picture of the sea battle, in which the frigate *Constitution* (*Old Iron sides*) was victorious over two British war vessels, the *Levant* and the *Cyane*. From the engraving by John Sartain. The *Constitution* was launched in 1797. It played a part in the wars with the Barbary powers, and won several sea duels during the War of 1812.

THE WAR OF 1812



Chicago was a western outpost at the time of the War of 1812, separated by weeks of arduous travel from the civilized world. In 1804, the year in which the first Fort Dearborn was built, a white man, John Kinzie, established himself in a cabin opposite the fort and won the distinction of being Chicago's first white settler. In 1805 a trading post was established. The fort and post were abandoned during the war. The fort was rebuilt in 1816 and a frontier village soon grew up around it.



Fort Astoria, a fort and trading post, was built by John Jacob Astor's fur-trading company in 1811 near the place where Lewis and Clark reached the Pacific during their expedition. It was seized by the British in the War of 1812, but was returned after the war.

Much congestion of freight traffic results from use of steam, but in freight yards where electric engines are used this is largely eliminated.

Real estate has jumped in value due to proximity of electrified railroads. This can be seen in realty values in Park Avenue, New York City, for example. Due to electrification it is now possible to cross Hell Gate Bridge, New York, and make a continuous journey from Boston to Washington.

The electric freight engine is a twenty-four hour servant, working every day in every month. It is found not only in North America, but also in South American and European countries. Some roads use water power to generate electricity. This remarkable new power means cleanliness, increased speed, more safety, and less wear and tear.

KING OF THE RAILS

Title: The King of the Rails.
Source: General Electric Company, Visual Instruction Department, Schenectady, N.Y.
Sponsor: General Electric Company.
Topic: Transportation.
Size: 16 mm. 35 mm.
Reels: 1, length 400 feet, 1000 feet.
Number: 17.

This film presents the evolution of transportation. On land the Indians used their feet to transport themselves from place to place. The white man brought horses to America. In primitive civilization logs were rolled or dragged to their final location to build cabins. The "stone boat," really a sled, was

used early for moving heavy weights. The wheelbarrow was probably one of the first means of transportation by the use of the wheel. The ox was used before the horse, and was important during the colonial period. This picture shows, first of all, different types of early means of transportation.

With the increase of population and the Westward movement, the demand for better transportation grew. Turnpikes and canals were built. The railroad era began about 1830. The film shows early locomotives used in the United States. In time in the cities horse cars, and later electric cars appeared. Then elevated and subway systems developed. As the migration westward continued the covered wagon was the vehicle of the plains.

Crops and distance demanded the building of high-powered steam engines. The building of electric engines has opened a new era in transportation. The "King of the Rails," an electric engine drawing trains in the 660 miles of track electrified by the Chicago, Milwaukee, St. Paul and Pacific Railroad Company is the giant of them all. Each motor of this monster develops 430 horse power. Enormous power plants at Great Falls generate 75,000 kilowatts which are transformed into 3000 volts direct current. This line is so built that the trains go down hill on their own power and generate half the current (by process known as regeneration) necessary for pulling trains going on the upgrade. Not only in the Rocky Mountains and other parts of the country do we see the passing of the steam engine, but the Pennsylvania Railroad and other companies are electrifying more and more of their lines in the East.

The Little Town Hall in Session

BLANCHE CAMDEN

Senior High School, Jefferson City, Missouri

On December 9, 1938, an important conference will be held at Lima, capital of Peru; all the independent nations of North and South America will send representatives.

It was the "Little Town Hall in session," as a student had smilingly put it, and the quoted statement had come from the chairman. A panel of students were to discuss the Pan-American Conference soon convening, in which they had become interested through their newspaper reading. They were learning to "express themselves on a subject about which they were informed," to quote from the teacher's list of objectives; and the panel was a thoroughly good way to bring out all angles of the subject.

We had been interested in the Conference for some time. We had commented on the fact that John

L. Lewis' daughter was a delegate and that the "genial, though defeated" Landon was to go. Of course, Secretary Hull would be the "big chief." They were really to go 1,000 miles south of the equator. Lima, which is not really Li'ma but Lē'ma—if one wishes to be up-to-date—is very old, having been founded by Pizarro. Aside from official responsibilities, which were heavy and important, the group of delegates was to be envied the trip. What would they be expected to see and hear while they were there? In what way would the Monroe Doctrine be stressed? Would meetings be secret or open? How influential would our delegates be? Because radio programs promised to be interesting, students were asked, "Can you get South America on your radio?"

"How much time do you need for your discus-

sion?" I asked the students as they arranged their chairs in correct order in the front of the room where, as the chairman stated, they might be more interested and be better heard. "Is twenty minutes long enough?" (She had full responsibility; my only part was to appoint her chairman.) I should have known more time was needed for a subject so important. She said, "It will take us forty-five minutes."

The first speaker discussed the importance of the meeting and gave a general picture of the place. She brought pictures which she had received from a Brazilian boy with whom she had corresponded through the International Friendship League. She explained that she knew we would want to know as much about all the South American countries as possible and that Rio de Janeiro was much like Lima in climate. Two teachers, known to most of the students, had spent some time in Brazil and Uruguay, she reminded us.

Other speakers, besides discussing their assigned phases of the topic, attempted to answer these questions asked by the listening group: "Is there any union between the states of South America such as there is between the states of the United States?" (The student who asked this lacked information certainly.) "Is Lima on the coast?" "We have been talking about the Monroe Doctrine," someone said, "but I don't know exactly what it is. Will the speaker please make it clear." Another asked, "It is charged that the government and business men of our country are not working together. Is this true?" "What are the Cen-

tral American countries?" "Is Mexico a Latin American country? The people speak Spanish. That's a language based on Latin."

Pedagogically it is sound practice to permit students to do things when they can do them so well that it is a positive benefit to the group. In this case, they conducted their own discussions, with the teacher in the background. With pleasing courtesy they addressed the chairman as "Madame Chairman." One girl whose remarks had not been heard well was asked to stand and summarize her talk. We noticed the good delivery of a student who was from a debate class. The chairman gave a five-minute summary. The completeness of the discussion, together with the seriousness and interest with which the students' questions had been asked and answered were commendable.

The "News I. Q. Questioner," a student, who is on the job daily with questions on important happenings, did not forget the Pan-American Conference. Red-penciled clippings were placed on the bulletin board by other students. We watched our radio programs and kept in touch generally during the session.

Everyone in our group does not like to read; to some reading will always be irksome. The problem of providing the stimulus that will make pupils want to read about important things when they have never read beyond the comic strip is a real one, but motivation of this kind does help.

Bibliography of Social Studies Textbooks for Junior and Senior High Schools

Believing that our readers will appreciate the value of a bibliography of social studies textbooks on the junior and senior high school levels, the editors have prepared a list of one hundred and seventy-nine titles of the more recent textbooks.

To overcome the difficulty of overlapping in different courses, it was decided to group the junior high school books in the field of civics under that heading, while on the senior high school level it was found advisable to separate the books in economics, government, problems of democracy and sociology, even though some of them could be used in more than one of these courses.

The complete list of books has been divided into the following eleven groups for easy reference:

Junior High School American History
Senior High School American History

Early European History
Modern European History
World History
Civics
Commercial Geography
Economics
Government
Problems of Democracy
Sociology

For each book as much information has been supplied as space would permit, giving: author, title, publisher, etc., as well as a very short publisher's description, so that some idea of its features and uses may be gained.

Publishers of the different books will be glad to furnish detailed information regarding any of their publications upon request.

JUNIOR HIGH SCHOOL AMERICAN HISTORY

Barker, E. C., Commager, H. S. and Webb, W. P. *THE BUILDING OF OUR NATION*. Evanston, Illinois: Row, Peterson & Co., 1937. Pp. 868. \$1.92.

A junior presentation of the social, economic, and cultural developments of American history in relationship to present-day society.

Burnham, S. and Jack, T. H. *AMERICA, OUR COUNTRY*. Philadelphia: John C. Winston Co., 1937. Pp. 652. \$1.60.

The whole tone of this book is modern, well balanced, meticulously accurate, and free from all sectional bias.

Casner, M. B. and Gabriel, R. H. *RISE OF AMERICAN DEMOCRACY*. New York: Harcourt, Brace & Co., 1938. Pp. 706. \$1.72.

Unit organization, with dramatizations concluding each unit to summarize graphically the main ideas.

Chapman, H. S. and Whitney, O. C. *HISTORY OF OUR NATION*. Boston: Houghton Mifflin Co., 1934. Pp. 562. \$1.76.

An introduction of sixteen pages summarizes American history up to 1763. Our history since then is divided into twenty-five units.

Coleman, C. H. and Wesley, E. B. *AMERICA'S ROAD TO NOW*. Boston: D. C. Heath & Co., 1939. Pp. 699. \$1.76.

Presents the past in terms of the present, giving the pupil an understanding of his own environment and an appreciation of his heritage.

Coyle, L. S. and Evans, W. P. *OUR AMERICAN HERITAGE, Book I, From Wilderness to Nation*. New York: McGraw-Hill Book Co., 1935. Pp. 320. \$1.08.

Weaves together history, geography, and civics and provides a learning-by-doing approach to American history.

Coyle, L. S. and Evans, W. P. *OUR AMERICAN HERITAGE, Book II, From Subject to Citizen*. New York: McGraw-Hill Book Co., 1936. Pp. 404. \$1.36.

Weaves together history, geography, and civics and provides a learning-by-doing approach to American history.

Coyle, L. S. and Evans, W. P. *OUR AMERICAN HERITAGE, One-Volume Edition*. New York: McGraw-Hill Book Co., 1936. Pp. 718. \$1.80.

Weaves together history, geography, and civics and provides a learning-by-doing approach to American history.

Freeland, G. E. and Adams, J. T. *AMERICA'S PROGRESS IN CIVILIZATION*. New York: Charles Scribner's Sons, 1938. Pp. 604. \$1.48.

Surveys the rise of Western European civilization, traces the development of America from the period of exploration to the present.

Knowlton, D. C. and Harden, M. *OUR AMERICA—PAST AND PRESENT*. New York: American Book Co., 1938. Pp. 839. \$1.76.

Ten vividly written episodes, interpreting, for junior high schools, the social, economic, and political aspects of history.

Moon, G. W. *STORY OF OUR LAND AND PEOPLE*. New York: Henry Holt & Co., 1938. Pp. 563. \$1.92.

American history, vividly narrated and profusely illustrated, including sixteen full page maps in color.

Nichols, R. F., Bagley, W. C. and Beard, C. A. *AMERICA YESTERDAY AND TODAY*. New York: The Macmillan Co., 1938. Pp. 799. \$1.80.

The splendid pageant of American life. Sweeping in range, rich in detail, simple in style, and designed with a beauty of appearance that appeals to the child's imagination.

Robbins, C. L. *SCHOOL HISTORY OF THE AMERICAN PEOPLE*. Yonkers, New York: World Book Co., 1937. Pp. 612. \$1.40.

United States history as required for seventh and eighth grades. Attractive, teachable, and sound in every historical detail.

Southworth, G. Van D. and Southworth, J. Van D. *AMERICAN HISTORY*. Syracuse, New York: Iroquois Publishing Co., 1939. Pp. 501. \$1.68.

Gives the history of our country from its discovery to the

present day, including the outstanding events of the Roosevelt Administration.

Tryon, R. M., Lingley, C. R. and Morehouse, F. *THE AMERICAN NATION YESTERDAY AND TODAY*. Boston: Ginn & Co., 1938. Pp. 694. \$1.80.

A vivid forceful discussion of our history, with particular attention given to the period since the Civil War.

Vannest, C. G. and Smith, H. L. *SOCIALIZED HISTORY OF THE UNITED STATES*. New York: Charles Scribner's Sons, 1938. Pp. 693. \$1.72.

Organized by great topical units in our development, such as trade, transportation, agriculture, and industry.

West, W. M. and West, R. *THE STORY OF OUR COUNTRY*. Boston: Allyn and Bacon, 1936. Pp. 659. \$1.80.

Tells in an interesting style of the problems which face present-day America, and the history which has led to them.

Woodburn, J. A., Moran, T. F. and Hill H. C. *OUR UNITED STATES*. New York: Longmans, Green & Co., 1938. Pp. 814. \$1.72.

Columbus to the present. Unitary organization. Abundance of workbook material at the end of chapters and units.

SENIOR HIGH SCHOOL AMERICAN HISTORY

Adams, J. T. and Vannest, C. G. *THE RECORD OF AMERICA*. New York: Charles Scribner's Sons, 1938. Pp. 941. \$2.20.

A socialized, topical unit textbook, with strikingly effective equipment of teaching helps.

Barker, E. C., Dodd, W. E. and Commager, H. S. *OUR NATION'S DEVELOPMENT*. Evanston, Illinois: Row, Peterson & Co., 1937. Pp. 828. \$2.20.

A senior history of the development of the economic and social trends applicable to modern American life.

Beard, C. A. and Beard, M. R. *THE MAKING OF AMERICAN CIVILIZATION*. New York: The Macmillan Co., 1938. Pp. 932. \$2.20.

Story of our civilization, made up of its people, industries, inventions, art, music, literature, religion, education, international relations, political development, and military history.

Canfield, L. H. and Wilder, H. B. *THE UNITED STATES IN THE MAKING*. Boston: Houghton Mifflin Co., 1937. Pp. 842. \$2.20.

This book is organized in eight units. Those in Part I are chronological, those in Part II topical, with a special chronological preview and summary.

Carman, H., Kimmel, W. G. and Walker, M. *HISTORIC CURRENTS IN CHANGING AMERICA*. Philadelphia: John C. Winston Co., 1938. Pp. 864. \$2.40.

Here is a comprehensive American history from the discovery of America to the United States of today.

Commager, H. S. and Nevins, A. *THE HERITAGE OF AMERICA*. Boston: Little, Brown & Co., 1939. Pp. 1100 (approximate). \$2.20 (probable).

Two hundred and fifty-two readings, telling the first-hand story of America with unifying introductions and background material.

Faulkner, H. U. and Kepner, T. *AMERICA: ITS HISTORY AND PEOPLE*. New York: Harper and Brothers, 1938. Pp. 866. \$2.20.

A unit organization, containing full-length surveys of our political, economic and social history, and our international relations.

Forman, S. E. *OUR REPUBLIC*. New York: D. Appleton-Century Co., 1937. Pp. 949. \$4.00.

A compact, unbiased story of the American people and the part they have played in the development of American civilization.

Guitteau, W. B. *HISTORY OF THE UNITED STATES*. Boston: Houghton Mifflin Co., 1937. Pp. 798. \$1.96.

Treats American history in chronological units from the beginning to 1937.

Hamm, W. A. *THE AMERICAN PEOPLE*. Boston: D. C. Heath & Co., 1938. Pp. 1130. \$2.20.

Presents the institutions and ideals important in America's social, economic, and political development, with a forceful treatment of modern times.

Harlow, R. V. *STORY OF AMERICA*. New York: Henry Holt & Co., 1937. Pp. 812. \$2.20.

Unit organization; stressing cultural, social, and political history. Profusely illustrated, it contains abundant pupil-activity material.

Jernegan, M. W., Carlson, H. E. and Ross, A. C. *GROWTH OF THE AMERICAN PEOPLE*. New York: Longmans, Green & Co., 1938. Pp. 925. \$2.08.

Organized on mixed chronological-topical and unit plans. Major emphases on social and economic development since the Civil War.

Morison, S. E. and Commager, H. S. *THE GROWTH OF THE AMERICAN REPUBLIC*. New York: Oxford University Press, 1937. Pp. 1470. 2 volumes. \$3.25 each.

"The best general short history of the United States ever published." *Saturday Review*.

Muzzey, D. S. *A HISTORY OF OUR COUNTRY*. Boston: Ginn & Co., 1936. Pp. 856. \$2.12.

A clear, consecutive story of the development of our country from its European beginnings to the present day.

Reynolds, J. J. and Taylor, G. A. *THE PROGRESS OF OUR NATION*. New York: Noble and Noble Publishers, 1935. Pp. 470. \$1.40.

Traces the social, economic and industrial development of our country from 1812 to the present day. Topical organization.

Reynolds, J. J., Taylor, G. A. and Parkhill, W. *BEGINNING OF OUR NATION*. New York: Noble and Noble Publishers, 1935. Pp. 368. \$1.25.

Traces the development of our country from 1750 to the Civil War.

Wertenbaker, T. J. and Smith, D. E. *THE UNITED STATES OF AMERICA*. New York: Charles Scribner's Sons, 1933. Pp. 686. \$2.00.

Presents a full-size picture of the United States, its growth, physically, politically, intellectually, and socially.

West, W. M. and West, R. *THE AMERICAN PEOPLE*. Boston: Allyn and Bacon, 1937. Pp. 786. \$2.00.

A new high school history which makes clear to the pupil the fundamental history of American institutions.

Wirth, F. P. *THE DEVELOPMENT OF AMERICA*. New York: American Book Co., 1938. Pp. 840. \$2.20.

Weaves the strands of history into a chronological-topical pattern of depth and richness. Gives a well-proportioned perspective.

EARLY EUROPEAN HISTORY

Breasted, J. H., Robinson, J. H. and Smith, E. P. *OUR WORLD TODAY AND YESTERDAY: EARLIER AGES*. Boston: Ginn & Co., 1937. Pp. 896. \$2.20.

Incorporating results of new archaeological research, this book traces civilization from the Stone Age through Britain's loss of her American colonies.

Higham, M. M. B. and Higham, C. S. S. *MEN WHO MADE BRITAIN*. New York: Longmans, Green & Co., 1938. Pp. 192. 90 cents.

Short sketches in simple language of such men as Caesar, King Alfred, Bacon, etc., with questions and activities.

Magoffin, R. V. D. and Duncalf, F. *ANCIENT AND MEDIEVAL HISTORY*. New York: Silver Burdett Co., 1934. Pp. 896. \$2.42.

The rise of classical culture and the development of Medieval civilization.

McKinley, A. E., Howland, A. C. and Dann, M. L. *WORLD HISTORY IN THE MAKING*. New York: American Book Co., 1934. Pp. 768. \$2.04.

A graphic account of European history down to 1789; topical arrangement; stimulating teaching aids; localized helps; interpretative summaries.

Mills, D. *RENAISSANCE AND REFORMATION TIMES*. New York: G. P. Putnam's Sons, 1939. Pp. 352. \$2.50.

The only book on these times suitable for students of high school to be published during the last twenty years.

Reynolds, Taylor, Coleman, and Lefferts. *OLD WORLD ORIGINS OF AMERICAN CIVILIZATION*. New York: Noble and Noble Publishers, 1938. Pp. 269. \$1.20.

Traces the development of civilization from beginnings in Egypt to the founding of the thirteen colonies.

Webster, H. *EARLY EUROPEAN CIVILIZATION*. Boston: D. C. Heath & Co., 1933. Pp. 810. \$2.12.

Covers entire historical field to formation of United States; unit organization; copiously illustrated; complete equipment new-type study aids.

West, W. M. and West, R. *EARLY PROGRESS*. Boston: Allyn and Bacon, 1934. Pp. 721. \$2.00.

This is a history of human progress which gives special emphasis to past events that explain the present.

MODERN EUROPEAN HISTORY

Beard, C. A., Robinson, J. H. and Smith, D. V. *OUR WORLD TODAY AND YESTERDAY: OUR OWN AGE*. Boston: Ginn & Co., 1937. Pp. 850. \$2.20.

The story of the government of nations from the absolute monarchy of Louis XIV to the governments of Stalin, Hitler, and Mussolini.

Becker, C. *MODERN HISTORY*. New York: Silver Burdett Co., 1935. Pp. 864. \$2.24.

The rise of a democratic, scientific and industrialized civilization.

McKinley, A. E., Howland, A. C. and Dann, M. L. *WORLD HISTORY TODAY*. New York: American Book Co., 1937. Pp. 881. \$2.04.

Shows the continuous development of world history since 1789; special attention to social, industrial, and economic progress.

Richards, D. *ILLUSTRATED HISTORY OF MODERN EUROPE*. New York: Longmans, Green & Co., 1938. Pp. 349. \$2.00.

Cartoons and picture-charts are a special feature. Including up-to-date glossary of political terms.

Schapiro, J. S. *MODERN TIMES IN EUROPE*. Boston: Houghton Mifflin Co., 1937. Pp. 582. \$1.96.

Its seven units give unity to the course of events in the various countries by making them adhere to a few major currents.

Thomas, H. C. and Hamm, W. A. *MODERN EUROPE*. New York: Henry Holt & Co., 1934. Pp. 832. \$2.24.

Modern European history organized around the evolution of outstanding features of contemporary civilization. Economic and social history emphasized.

Webster, H. *MODERN EUROPEAN CIVILIZATION*. Boston: D. C. Heath & Co., 1937. Pp. 841. \$2.12.

From 1789 to present; much space to recent history. Presents development of democracy; unbiased summaries of forces at work in world today.

West, W. M. and West, R. *MODERN PROGRESS*. Boston: Allyn and Bacon, 1936. Pp. 802. \$2.00.

The book begins with a survey of ancient times and covers the complete history of the world.

WORLD HISTORY

Becker, C. and Duncalf, F. *STORY OF CIVILIZATION*. New York: Silver Burdett Co., 1938. Pp. 904. \$2.40.

A new world history showing how, from earliest times, men have increased their knowledge and mastery of the world, and thereby changed their ways of living.

Davies, H. A. *AN OUTLINE HISTORY OF THE WORLD*. New York: Oxford University Press, 1935. Pp. 591. \$2.25.

Maps, Charts. "A surprising amount of information in a little space." *Boston Evening Transcript*.

Elson, H. W. *MODERN TIMES AND THE LIVING PAST*. New York: American Book Co., 1938. Pp. 785. \$2.44.

Traces the relation between past and present; abounds in human interest; treats movements that have influenced our country.

Gathany, J. M., Murphy, T. J. and Fraser, R. E. **VISUALIZED UNITS IN WORLD HISTORY.** New York: College Entrance Book Co., 1935. Pp. 333. \$1.00.

An illustrated supplementary text, organized on unit plan. Charts, diagrams, new-type tests and essay questions. Revised frequently.

Greenan, J. T. and Gathany, J. M. **UNITS IN WORLD HISTORY.** New York: McGraw-Hill Book Co., 1939. Pp. 858. \$2.32.

Through unit teaching, this book builds understanding of the institutions, movements, and problems which have influenced modern civilization.

Heckel, A. K. and Sigman, J. G. **ON THE ROAD TO CIVILIZATION.** Philadelphia: John C. Winston Co., 1937. Pp. 886. \$2.40.

From the Cro-Magnards of the Old Stone Age to the Spanish Revolution, here is a complete world history.

Hughes, R. O. **THE MAKING OF TODAY'S WORLD.** Boston: Allyn and Bacon, 1938. Pp. 842. \$2.00.

This text traces developments in human progress, stressing the way the past has contributed to the present.

Pahlow, E. W. **MAN'S GREAT ADVENTURE.** Boston: Ginn & Co., 1938. Pp. 776. \$2.20.

History that is vital, interesting, and real—remarkable for its dynamic style, its up-to-dateness, and its perspective.

Perkins, C. **MAN'S ADVANCING CIVILIZATION.** Chicago: Rand McNally & Co., 1939. Pp. 835. \$2.20.

Traces cultural development of civilization; shows influence of important personalities, events, and movements in history.

Reed, R. **INTRODUCING THE PAST.** Boston: Little, Brown & Co., 1939. Pp. 651. \$1.68.

A history of Old World backgrounds, written definitely for American high school students, with a clarified teaching approach.

Rogers, L. B., Adams, F. and Brown, W. **STORY OF NATIONS.** New York: Henry Holt & Co., 1936. Pp. 703. \$2.12.

World history, in twenty units; high-lighting modern nations and influences that made them what they are today.

Schapiro, J. S. and Morris, R. B. **CIVILIZATION IN EUROPE.** Boston: Houghton Mifflin Co., 1937. Pp. 752. \$2.20.

Treats briefly all phases of the world's development from the beginning to the seventeenth century, and gives a detailed account from 1600 to the present.

Sheppard, A. and Godfrey, N. D. **A SURVEY OF CIVILIZATION.** Part I, to 1300; Part II, 1300 to 1939. New York: Longmans, Green & Co., 1938. Part I, pp. 301. \$1.00; Part II, pp. 389. \$1.20.

Topical outline designed as a study and reference guide.

Urch, E. J. **SCALING THE CENTURIES.** Boston: D. C. Heath & Co., 1939. Pp. 873. \$2.12.

World history told in simple, narrative style, with an unusual amount of social and economic material.

Wrench, J. E. **THE MARCH OF CIVILIZATION.** New York: Charles Scribner's Sons, 1935. Pp. 867. \$2.20.

A graphic and comprehensive world history.

CIVICS

Arnold, J. I. and Banks, D. J. **BUILDING OUR LIFE TOGETHER.** Evanston, Illinois: Row, Peterson & Co., 1939. Pp. 736. \$1.60.

An adventurous journey for modern youth through the problems involved in developing good citizenship in a complex civilization.

Bacon, F. and Krug, E. **OUR LIFE TODAY.** Boston: Little, Brown & Co., 1939. Pp. 657. \$1.76.

An integrated text to meet the new broadened civics course, including social, occupational, economic, and world relations.

Capen, L. I. and Melchior, D. M. **MY WORTH TO THE WORLD.** New York: American Book Co., 1937. Pp. 587. \$1.56.

Studies in citizenship. Seven units presenting a fusion of social, economic, industrial, vocational, and political civics; individual activities and group cooperation.

Darling, M. S. and Greenberg, B. B. **EFFECTIVE CITIZENSHIP.** New York: Prentice-Hall, 1936. Pp. 448. \$1.40.

Brings into effective harmony three elements involved in training for citizenship: Individual, vocational, community. Covers origins of governments.

Edmonson, J. B. and Dondineau, A. **CIVICS THROUGH PROBLEMS.** New York: The Macmillan Co., 1935. Pp. 559. \$1.72.

Real problems and live investigations give the pupil genuine preparation for assuming civic responsibility.

Edmonson, J. B. and Dondineau, A. **VOCATIONS THROUGH PROBLEMS.** New York: The Macmillan Co., 1936. Pp. 233. \$1.00.

An excellent modern textbook in vocations, employing the problem method so highly successful in the authors' "Civics Through Problems."

Forman, S. E. **THE AMERICAN DEMOCRACY.** New York: D. Appleton-Century Co., 1936. Pp. 581. \$1.75.

A lively, accurate study of the spirit, the form, and the functions of government in the United States.

Freeland, G. E. and Adams, J. T. **AMERICA AND THE NEW FRONTIER.** New York: Charles Scribner's Sons, 1936. Pp. 645. \$1.60.

Current national problems are studied with attention to their implications for the future.

Hill, H. C. **THE LIFE AND WORK OF THE CITIZEN.** Boston: Ginn & Co., 1935. Pp. 637. \$1.60.

An informative treatment of civics, vocational and educational opportunity, with particular attention given to government and to industry.

Hughes, R. O. **BUILDING CITIZENSHIP.** Boston: Allyn and Bacon, 1938. Pp. 773. \$1.60.

This text for first year high school, treats the entire field of civics—social, political, and economic.

Jones, L. L. **OUR BUSINESS LIFE, COMPLETE.** New York: Gregg Publishing Co., 1936. Pp. 660. \$1.50.

A highly socialized junior business text that deals with the individual's business activities and community life. Contains projects.

Jones, O. G. **JUNIOR MANUAL FOR GROUP LEADERSHIP.** New York: D. Appleton-Century Co., 1934. Pp. 127. 80 cents.

Uses the principles of parliamentary law to teach the essentials of cooperative social activity and effective citizenship. For elementary and junior high schools.

JONES, O. G. **SENIOR MANUAL FOR GROUP LEADERSHIP.** New York: D. Appleton-Century Co., 1934. Pp. 198. \$1.00.

Uses the principles of parliamentary law to teach the essentials of cooperative social activity and effective citizenship. For senior high schools.

Moore, C. B. **OUR AMERICAN CITIZENSHIP.** New York: Charles Scribner's Sons, 1936. Pp. 495. \$1.40.

Our community life, economic life and institutions, government, political parties, finance, educational and vocational needs and opportunities.

O'Rourke, L. J. **YOU AND YOUR COMMUNITY.** Boston: D. C. Heath & Co., 1938. Pp. 743. \$1.84.

A vital presentation of community civics that encourages the pupil to take an active part in school and community life.

Proctor, W. **VOCATIONS.** Boston: Houghton Mifflin Co., 1937. Pp. 390. \$1.56.

This text includes a chapter on "Leisure-Time Activities." It contains information about two hundred and fifty of the most important vocations.

Stockton, J. L. and Beckenstein, M. **WE, THE CITIZENS.** New York: College Entrance Book Co., 1937. Pp. 544. \$1.68.

A functional study text of New York City, state and national civics. Charts, photographs, and cartoons. Includes revised charter.

Woodburn, J. A. and Moran, T. F. **ACTIVE CITIZENSHIP.** New York: Longmans, Green & Co., 1938. Pp. 397. \$1.40.

Stresses community civics. Includes the constitution in abbreviated and simplified form.

Young, J. S. and Barton, E. M. **GROWING IN CITIZENSHIP.** New York: McGraw-Hill Book Co., 1939. Pp. 822. \$1.76.

Using concrete language, this interesting book builds clear understanding of the basic institutions, influences, and problems of citizenship.

COMMERCIAL GEOGRAPHY

Abrams, A. W. and Thurston, E. L. *WORLD GEOGRAPHY*. Syracuse, New York: Iroquois Publishing Co., 1939. Pp. 317. \$1.68.

An advanced basal text, is a fitting capstone for any modern geography series.

Case, E. C. and Bergsmark, D. R. *MODERN WORLD GEOGRAPHY*. Chicago: J. B. Lippincott Co., 1938. Pp. 746. \$1.96.

A basal text for any high school year—which integrates geography with the other social sciences.

Chase, L. E. *PROBLEM STUDIES IN ECONOMIC GEOGRAPHY*. New York: Prentice-Hall, 1936. Pp. 135. 96 cents.

Develops principles of economic geography through a carefully planned series of problems. Organized into two parts: Domestic—Foreign.

Colby, C. E. and Foster, A. *ECONOMIC GEOGRAPHY FOR SECONDARY SCHOOLS*. Boston: Ginn & Co., 1937. Pp. 618. \$1.80.

This successful course shows how the people of each important commercial region utilize resources of their natural environment.

Jones, C. F. *ECONOMIC GEOGRAPHY*. New York: Henry Holt & Co., 1935. Pp. 448. \$1.72.

Economic geography organized by types of industries and occupations; well illustrated; abundant map work; unusual pupil-activity material.

Martin, M. C. and Cooper, C. E. *THE UNITED STATES AT WORK*. Boston: D. C. Heath & Co., 1938. Pp. 670. \$1.96.

Organized around four major economic regions, showing how the industrial and social life is furthered or limited by geographic factors.

Packard, L. O., Sinnott, C. P. and Overton, B. *THE NATION TODAY*. New York: The Macmillan Co., 1939. Pp. 669. \$2.00.

A new just-off-the-press physical, commercial, and industrial geography, treating the activities of man in every country today.

Ridgley, D. C. and Ekblaw, S. E. *INFLUENCE OF GEOGRAPHY ON OUR ECONOMIC LIFE*. New York: Gregg Publishing Co., 1938. Pp. 658. \$1.84.

This text for secondary schools uses a physical geography approach, and emphasizes the influences of climate on production.

Smith, J. R. *MEN AND RESOURCES*. New York: Harcourt, Brace & Co., 1937. Pp. 729. \$2.20.

Emphasis on North America, with study of similar world regions by comparison. Conservation of our natural resources stressed.

Smith, J. R. *OUR INDUSTRIAL WORLD*. Philadelphia: John C. Winston Co., 1938. Pp. 846. \$1.72.

In vital content, logical organization, sound method, and fascinating style, this book develops a true world viewpoint.

Stamp, L. D. *COMMERCIAL GEOGRAPHY*. New York: Longmans, Green & Co., 1938. Pp. 459. \$2.50.

A compact progressive treatment, assuming no previous knowledge of the subject.

Staples, Z. C. and York, G. M. *ECONOMIC GEOGRAPHY*. Cincinnati: South-Western Publishing Co., 1939. Pp. 700 (approximate). \$2.00 (under).

Throughout this new textbook dry facts and statistics are avoided. Students learn by reasoning instead of by rule.

Van Cleef, E. *THIS BUSINESS WORLD*. Boston: Allyn and Bacon, 1937. Pp. 425. \$1.70.

The story of commodities and the story of nations are woven together, showing the interdependence of both.

Whitbeck, R. H., Durand, L. and Whitaker, J. R. *THE WORKING WORLD*. New York: American Book Co., 1937. Pp. 716. \$2.40.

Regions, countries, commodities, industries, and transportation presented from the standpoint of man's life, needs and dependence on others.

ECONOMICS

Atkins, W. E. and Wubnig, A. *OUR ECONOMIC WORLD*. New York: Harper and Brothers, 1936. Pp. 413. \$1.68.

An institutional approach to economic principles and problems.

Beighey, C. and Spanabel, E. E. *ECONOMIC AND BUSINESS OPPORTUNITIES*. Philadelphia: John C. Winston Co., 1938. Pp. 612. \$1.92.

This text aids in intelligently understanding everyday economic conditions and develops a socially desirable point of view.

Bogart, E. L. *ECONOMIC HISTORY OF THE UNITED STATES*. New York: Longmans, Green & Co., 1938. Pp. 665. \$2.40.

The new edition of this standard work stresses relation of cause and effect in economic development.

Corbett, J. F. and Colvin, M. *MODERN ECONOMICS*. New York: The Macmillan Co., 1935. Pp. 586. \$1.80.

Today's economic scene is the background for this new approach; current economic problems are the practical applications of each principle.

Dodd, J. H. *INTRODUCTORY ECONOMICS*. Cincinnati: South-Western Publishing Co., 1936. Pp. 526. \$1.60.

An economics textbook written in the language of high school students. One of the few unbiased economics books.

Fairchild, F. R. *ECONOMICS*. New York: American Book Co., 1938. Pp. 568. \$1.68.

A clear exposition of facts and principles which aids pupils in adapting themselves intelligently to their economic environment.

Feier, R. *ECONOMICS: PRINCIPLES AND PROBLEMS*. New York: College Entrance Book Co., 1938. Pp. 317. \$1.00.

Concise, comprehensive survey of fundamentals; selected reference readings; charts and tables; new-type tests and essay questions.

Goodman, K. E. and Moore, W. L. *ECONOMICS IN EVERYDAY LIFE*. Boston: Ginn & Co., 1938. Pp. 488. \$1.80.

Distinctive for its emphasis on the consumer and his problems and for its nontechnical presentation of economic principles.

Graham, F. D. and Seaver, C. H. *BANKING: HOW IT SERVES US*. New York: Newson & Co., 1937. Pp. 192. 80 cents.

Shows the part banking plays in modern community life, with historical background, and relationship to personal problems.

Graham, F. D. and Seaver, C. H. *MONEY: WHAT IT IS AND WHAT IT DOES*. New York: Newson & Co., 1936. Pp. 160. 80 cents.

An unbiased, well-rounded presentation of a fundamental social institution; related to history and to current experiences.

Gras, E. C. *DESCRIPTIVE ECONOMICS*. New York: Henry Holt & Co., 1936. Pp. 555. \$1.68.

Describes concrete examples of economic activity, gets at principles inductively, is sound and authoritative.

Hill, H. C. and Tugwell, R. G. *OUR ECONOMIC SOCIETY AND ITS PROBLEMS*. New York: Harcourt, Brace & Co., 1934. Pp. 566. \$1.72.

A central theme, "Levels of Living and How They Can Be Improved," offers a social approach to economics.

Hughes, R. O. *FUNDAMENTALS OF ECONOMICS*. Boston: Allyn and Bacon, 1937. Pp. 513. \$1.80.

This edition is a live book about a live subject and includes full discussions of timely topics.

Janzen, C. C. and Stephenson, O. W. *EVERYDAY ECONOMICS*. New York: Silver Burdett Co., 1938. Pp. 544. \$1.80.

This is a sound treatment of economic principles. Economics for use—that is what the student will discover in this textbook.

Kendrick, M. S. and Seaver, C. H. *TAXES: BENEFIT AND BURDEN*. New York: Newson & Co., 1937. Pp. 190. 80 cents.

Simple, readable discussion of taxes and problems of taxation, with historical background; what the tax dollar brings us.

Lutz, H. L., Foote, E. W. and Stanton, B. F. *GETTING A LIVING*. Evanston, Illinois: Row, Peterson & Co., 1939. Pp. 712. \$1.60.

Fundamental principles, presented clearly, interestingly, and

with modern applications equipping youth to meet the problems of economic life.

Michels, R. K. *ECONOMICS—BASIC PRINCIPLES AND PROBLEMS*. New York: Gregg Publishing Co., 1937. Pp. 614. \$1.60.

A text of basic principles and problems for secondary schools. Correlates social and business legislation with economic topics.

Oakeshott, W. F. *COMMERCE AND SOCIETY*. New York: Oxford University Press, 1936. Pp. 417. \$3.00.

Presents a swiftly moving panorama of social, economic, religious, and political phenomena from ancient days to post war period.

Riley, E. *ECONOMICS FOR SECONDARY SCHOOLS*. Boston: Houghton Mifflin Co., 1935. Pp. 452. \$1.60.

The principles of economics and their illustrations are made simple and comprehensive, by a high school instructor. Emphasis is on the practical side of economics.

Sakolski, A. M. and Hoch, M. L. *AMERICAN ECONOMIC DEVELOPMENT*. New York: Thomas Nelson and Sons, 1936. Pp. 448. \$2.50.

Covers the topics usually studied in courses in Principles of Economics.

Sloan, H. S. *TODAY'S ECONOMICS*. New York: Prentice-Hall, 1936. Pp. 339. \$1.68.

An entirely new approach to the study of economics on the secondary school level. Essentially inductive. Enthusiastically endorsed.

Smith, A. H. *ECONOMICS*. New York: McGraw-Hill Book Co., 1939. Pp. 560. \$1.68.

An interesting, understandable, problem treatment, exploring all aspects and problems of our economic life, including all recent developments.

Thompson, C. M. *HIGH SCHOOL ECONOMICS*. Chicago: Benjamin H. Sanborn & Co., 1936. Pp. 512. \$1.80.

This book includes only those topics that are of fundamental importance. The statistics are up to date, including data from latest census.

GOVERNMENT

Garner, J. W. and Capen, L. I. *OUR GOVERNMENT*. New York: American Book Co., 1938. Pp. 671. \$1.88.

Its nature: Progressive yet conservative; devotes special attention to government services, the duties of citizens, social and economic problems, etc.

Guittau, W. and Bohlman, E. *OUR GOVERNMENT TODAY*. Boston: Houghton Mifflin Co., 1938. Pp. 662. \$1.80.

A new text, explaining the functioning of government. Reference to origins of governmental forms is made only to illustrate contemporary situations.

Houghton, N. D. *REALITIES OF AMERICAN GOVERNMENT*. New York: The Macmillan Co., 1938. Pp. 742. \$1.80.

Shows how our government actually does operate today rather than how it is ideally supposed to operate.

Keohane, R. E., Keohane, M. P. and McGoldrick, J. D. *GOVERNMENT IN ACTION*. New York: Harcourt, Brace & Co., 1937. Pp. 845. \$1.84.

Stressing the *functions* of government, this text is usable in Problems of Democracy as well as government classes.

Kinley, D. *GOVERNMENT CONTROL OF ECONOMIC LIFE*. New York: Gregg Publishing Co., 1936. Pp. 418. \$2.50.

A penetrating discussion of America's governmental, economic, social, and educational problems by an outstanding authority on government.

Kinneman, J. A., Browne, R. G. and Ellwood, R. S. *THE AMERICAN CITIZEN*. New York: Harper and Brothers, 1936. Pp. 562. \$1.68.

A realistic study of the citizen's participation in democratic government.

Lapp, J. A. and Weaver, R. B. *THE CITIZEN AND HIS GOVERNMENT*. New York: Silver Burdett Co., 1936. Pp. 720. \$1.80.

A sound, common-sense analysis of government which emphasizes the intelligent participation in government affairs by the individual.

Magruder, F. A. *AMERICAN GOVERNMENT IN 1939*. Boston: Allyn and Bacon, 1939. Pp. 710. \$1.80.

This book has more original features than can be discovered in any other manual. Annually revised to appear January 1.

Reed, T. H. *FORM AND FUNCTIONS OF AMERICAN GOVERNMENT*. Yonkers, New York: World Book Co., 1935. Pp. 538. \$1.60.

A high school text in civics which gives a clear picture of a living government in actual operation.

Rugg, H. *AMERICA'S MARCH TOWARD DEMOCRACY*. Boston: Ginn & Co., 1937. Pp. 515. \$1.88.

America's experiments in government in her march toward democracy with the relationship between geographic conditions and government made clear.

Salisbury, W. S. and Cushman, R. E. *THE CONSTITUTION: THE MIDDLE WAY*. New York: Newson & Co., 1937. Pp. 192. 80 cents.

A fresh, realistic treatment from present viewpoint, including historical background, recent court decisions, relation to current problems.

Steinberg, S. and Lamm, L. *OUR CHANGING GOVERNMENT*. Chicago: J. B. Lippincott Co., 1939. Pp. 542. \$1.80.

A functional study of government as it actually operates. New edition every year.

Walker, E. E. and Kersey, V. *OUR NATIONAL CONSTITUTION: HOW IT WAS FRAMED AND HOW IT WORKS*. New York: Charles Scribner's Sons, 1938. Pp. 225. \$1.50.

Full information about our constitution and its background, told in a clear, readable style.

Witman, S. L. *VISUAL OUTLINE OF AMERICAN GOVERNMENT*. New York: Longmans, Green & Co., 1938. Pp. 223. \$1.00.

Fundamentals in detailed outline. Interleaved with blank pages for notes.

Young, J. S. and Wright, E. Y. *UNIFIED AMERICAN GOVERNMENT*. New York: McGraw-Hill Book Co., 1939. Pp. 580. \$1.48.

An integrated presentation of the aspects, units, functions, and problems of government, emphasizing recent developments and problems.

PROBLEMS OF DEMOCRACY

Arnold, J. I. *CHALLENGES TO AMERICAN YOUTH*. Evanston, Illinois: Row, Peterson & Co. 1939. Pp. 672. \$1.80.

An effective challenge of modern society to American youth through a fusion of economics, sociological, and political problems.

Brainard, D. S. and Zeleny, L. D. *PROBLEMS OF OUR TIMES*. New York: McGraw-Hill Book Co., 1937. Book I, pp. 192. 96 cents; Book II, pp. 350. \$1.48; Book III, pp. 225. \$1.04.

Brings to high school students in an interesting, understandable way, national and international problems of recognized significance today.

Buell, R. S., Chase, and Valeur. *DEMOCRATIC GOVERNMENTS IN EUROPE*. New York: Thomas Nelson and Sons, 1938. Pp. 597. \$2.00.

An outstanding analysis of the three democratic European governments, England, France, and Switzerland, which have withstood the shocks of the post-war years.

Carver, T. N. Adams, G. M., King, C. L. and Barnard, J. L. *OUR ECONOMIC AND COMMUNITY LIFE*. Philadelphia: John C. Winston Co., 1935. Pp. 394. \$1.60.

This is the ideal book for a year in Economic Citizenship, Problems of Democracy, or General Social Science.

Gavian, R. W., Gray, A. A. and Groves, E. R. *OUR CHANGING SOCIAL ORDER*. Boston: D. C. Heath & Co., 1939. Pp. 702. \$1.80.

Today's major problems related to students' own experiences. Helpful material on personality development and adjustment, consumer education, vocational guidance.

Glover, K. *AMERICA BEGINS AGAIN*. New York: McGraw-Hill Book Co., 1939. Pp. 385. \$1.76.

The story of the waste of our natural resources and the national program of conservation now under way.

Greenan, J. and Meredith, A. **EVERYDAY PROBLEMS OF AMERICAN DEMOCRACY**. Boston: Houghton Mifflin Co., 1938. Pp. 496. \$1.68.

This text is organized in three groups: Political Problems: Social Problems; Economic Problems. Arguments for and against each proposition are presented.

Hilton, E. **PROBLEMS AND VALUES OF TODAY**. Boston: Little, Brown & Co., 1938. Book I, pp. 639. \$1.60; Book II, pp. 679. \$1.68.

The Atlantic prize text, correlating education for democratic life with complete program of readings and projects.

Hughes, R. O. **PROBLEMS OF AMERICAN DEMOCRACY**. Boston: Allyn and Bacon, 1938. Pp. 668. \$1.60.

A textbook written to meet the recommendations for a study which is the capstone course in social science.

Lawson, F. M. and Lawson, V. K. **OUR AMERICA: TODAY AND YESTERDAY**. Boston: D. C. Heath & Co., 1938. Pp. 876. \$2.20. American history integrated with economics, civics, and sociology for average or below average high school students.

Patterson, S. H., Little, A. W. S. and Burch, H. R. **PROBLEMS IN AMERICAN DEMOCRACY**. New York: The Macmillan Co., 1938. Pp. 707. \$1.88.

Our urgent economic, political, and social problems, from banking and farm relief to social security and crime.

Reynolds, J. J. and Taylor, G. A. **THE PROGRESS OF OUR NATION**. New York: Noble and Noble Publishers, 1935. Pp. 470. \$1.40.

Traces the social, economic and industrial development of our country from 1812 to the present day. Topical organization.

Rugg, H. **OUR COUNTRY AND OUR PEOPLE**. Boston: Ginn & Co., 1938. Pp. 591. \$1.88.

Contemporary life in the United States with a description of democracy and a contrast of democracy and dictatorship.

Walker, E. E., Beach, W. G. and Jamison, O. G. **AMERICAN DEMOCRACY AND SOCIAL CHANGE**. New York: Charles Scribner's Sons, 1938. Pp. 687. \$2.00.

An up-to-date, comprehensive, fully illustrated unit discussion of current economic, social, and governmental problems in the United States.

Woodburn, J. A. and Moran, T. F. **THE CITIZEN AND THE REPUBLIC**. New York: Longmans, Green & Co., 1938. Pp. 630. \$1.72.

Combines community civics and the essential features of civil government.

SOCIOLOGY

Beach, W. G. and Walker, E. E. **SOCIAL PROBLEMS AND SOCIAL WELFARE**. New York: Charles Scribner's Sons, 1937. Pp. 431. \$2.00.

Contains a discussion of important contemporary social problems, with charts, photographs, tables, graphs, exercises, and book lists.

Bogardus, E. S. and Lewis, R. H. **SOCIAL LIFE AND PERSONALITY**. New York: Silver Burdett Co., 1938. Pp. 592. \$1.80.

Students will find this text a helpful, practical guide in making the necessary personality adjustments for the development of a satisfactory social life.

Cole, W. E. and Montgomery, C. S. **SOCIOLOGY FOR SCHOOLS**. Boston: Allyn and Bacon, 1936. Pp. 366. \$1.40.

This book is designed to introduce the high school pupil to the science and art of human relations.

Elliott, M. A., Merrill, F. E., Wright, D. G. and Wright, C. O. **OUR DYNAMIC SOCIETY**. New York: Harper and Brothers, 1935. Pp. 380. \$1.68.

A critical and functional study of society as it is.

Ellwood, C. A. **SOCIAL PROBLEMS AND SOCIOLOGY**. New York: American Book Co., 1935. Pp. 436. \$1.64.

Offers a broad survey of today's field and applies theoretical principles to the solution of contemporary social problems.

Finney, R. L. **ELEMENTARY SOCIOLOGY**. Chicago: Benjamin H. Sanborn & Co., 1935. Pp. 340. \$1.68.

Constructive textbook built upon concrete and tangible institutions; such as the family, the community, industry, the state, the school, and the church.

Gavian, R. W. **SOCIETY FACES THE FUTURE**. Boston: D. C. Heath & Co., 1938. Pp. 670. \$1.96.

Straightforward presentation. Develops self-understanding and the ability to make social adjustments. Excellent study helps.

Greenan, J. T. **AMERICAN CIVILIZATION TODAY**. New York: McGraw-Hill Book Co., 1934. Pp. 150. 80 cents.

Offers a true picture of the changes which have taken place in American life during the past generation.

Groves, E. R. **INTRODUCTION TO SOCIOLOGY**. New York: Longmans, Green & Co., 1938. Pp. 753. \$3.25.

A concise presentation that has concreteness without bulk.

Keliher, A. V. **LIFE AND GROWTH**. New York: D. Appleton-Century Co., 1938. Pp. 245. \$1.20.

Written for the Commission on Human Relations, PEA. Answers the questions of youth regarding physical and personality development. Emphasis is on social values.

Kinneman, J. and Ellwood, R. **LIVING WITH OTHERS**. Boston: Houghton Mifflin Co., 1939. (To be published shortly.)

It approaches the study of sociology through institutions that have been developed to fill changing human needs.

Landis, P. H. and Landis, J. T. **SOCIAL LIVING: PRINCIPLES AND PROBLEMS OF INTRODUCTORY SOCIOLOGY**. Boston: Ginn & Co., 1938. Pp. 672. \$1.80.

A study of normal social patterns, of social institutions, and of the social problems of our modern society.

Patterson, S. H., Little, A. W. S. and Burch, H. R. **AMERICAN SOCIAL PROBLEMS**. New York: The Macmillan Co., 1939. Pp. 567. \$1.96.

The major social problems of our complex national life. Every problem is viewed as a maladjustment; causes, effects, and remedies are discussed.

Quinn, J. A. **SOCIAL WORLD AND ITS INSTITUTIONS**. Chicago: J. B. Lippincott Co., 1937. Pp. 992. \$2.20.

A basal text for the beginning sociology course, covering the principles of social organization and their operation in our social institutions.

Rand, H. and Lewis, R. **FILM AND SCHOOL**. New York: D. Appleton-Century Co., 1937. Pp. 182. \$1.12.

A handbook for motion picture evaluation. Gives special attention to social and educational influences.

Ross, E. A. **CIVIC SOCIOLOGY**. Yonkers, New York: World Book Co., 1937. Pp. 415. \$1.68.

An effective and authoritative study of today's social and civic problems as a basis for intelligent citizenship.

Zeleny, L. D. **PRACTICAL SOCIOLOGY**. New York: Prentice-Hall, 1937. Pp. 461. \$3.00.

Sociological principles are presented in everyday life terms, in this realistic text for introductory courses.

News and Comment

MORRIS WOLF

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DEMOCRACY AND EDUCATION

Progressive Education devoted its February number to the study of "Education's Present Responsibility for Interpreting Democracy." From W. Carson Ryan's editorial at the beginning—an appreciation of the *Third Yearbook* of the John Dewey Society, *Democracy and the Curriculum*—to the book reviews at the close, the issue makes a substantial contribution to current thinking about democracy and education.

William H. Kilpatrick's discussion of the interdependence of "Democracy and Respect for Personality," is so wise that teachers can turn to it again and again for inspiration and guidance. Professor Kilpatrick names three ideas as essential in a democratic society: "Respect for personality, 'freedom of conscience,' and the learning of character-building effects of responsible practice." These he explains, showing how through the democratic method of discussion, they must work ceaselessly upon and through the citizen, if democracy is to continue. His analysis provides the focus for the whole number of the magazine.

Following him, George S. Counts, in "The Current Challenge to Our Democratic Heritage," paints fascism as the antithesis of "all the great civilizing and humanizing influences and tendencies of the past two thousand years," from Christianity and the Renaissance to the American and French Revolutions and modern science. "Fascism represents a moral regression to tribalism and the triumph of brute power armed with all the instruments of advanced technology." Under it the individual becomes a state slave, and a mockery is made of all the values prized by democracy. Professor Counts' illuminating article exposes the menace of fascism to democracy today, in view of the recent loss of economic independence by the masses. What can be done to re-vitalize democracy? One essential is to infuse economic institutions with democratic ideas, values, and outlook, thereby ridding them of their evils. With faith in democracy, an aggressive policy can save it. From the standpoint of the school, the method of Dr. Kilpatrick seems good to meet this challenge.

In line with these two articles is Merle Curti's examination of "American History and Democracy Today and Tomorrow." Drawing examples from American history since its beginnings, Professor Curti shows that mutual aid and collective action by people who felt themselves free and equal characterizes our

history no less than that individualism which usually is so greatly stressed at the expense of the factor of coöperation as a force in the development of the United States. Teachers of American history will be interested in this interpretation.

At least two other articles furnish much food for thought. Professor John L. Childs, in "Democracy and Educational Method," points out the requirements for a method in keeping with the needs of the democratic life. Lester Dix, principal of the Lincoln School, answers the question, "What Does Democracy Mean in School Life?" It seems to him that the key to the answer lay in three kinds of relationships: experimental, social, and institutional. Children have them all. Dr. Dix analyzes what the nature of these relationships should be, if democracy is to be fostered.

Pertinent to this whole discussion is the radio program being given this spring over the Columbia Broadcasting System on Mondays at 2:30-3:00 P.M., E.S.T. The presentation is called "Frontiers of America" and has the collaboration of the Progressive Education Association.

PAN AMERICAN DAY

In the year 1939 the amicable relations and friendships between the republics of the Western Hemisphere—always matters of importance—challenge us perhaps as never before. The President of the United States, by proclamation, has fixed April 14 in each year as Pan American Day, the day that commemorates the bonds of friendship uniting the republics of the Americas and symbolizes the spirit of mutual helpfulness and coöperation, the essence of Pan-Americanism. The people of the nation are called upon "To observe the day with appropriate ceremonies, thereby giving expression to the spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which the government and people of the United States entertain toward the peoples and governments of the other republics of the American Continent."

Materials for use in the preparation of such programs may be secured without cost from the Pan American Union, Washington, D.C.

CALLING AMERICA

The February issue, entitled "Calling America," was another of the special numbers of *Survey Graphic* magazine which have appeared from time to time. Its

occasion was the threat to democracy, to minority peoples, to minority opinions, and to other groups which has been increasing month by month, principally under the spur of Germany and Italy.

"Calling America" is of great worth. As always, the illustrations, in photographs, sketches, cartoons, pictographs, and maps, are excellent. The articles were contributed by more than twenty persons, among them being such prominent individuals as Felix Frankfurter, Thomas Mann, Bertrand Russell, Hendrik Van Loon, Alvin Johnson, Archibald MacLeish, Edgar Ansel Mowrer, Dorothy Thompson, and Dorothy Canfield.

The articles fall into three groups. The first is a group describing the plight of foreign nationalities, classes, opinions, and free institutions. The second examines the test of our democracy and the reverberations felt in it under the impact of foreign influences as revealed in the treatment in this country of races, opinions, and other minority groupings. The third group surveys the changing scene of democracy in this new world. The whole is introduced by an interpretation of the challenge to democracy which is reaching us from "over there," and is concluded by the answers given by thirty-two Americans to the question, "How and Where We Should Take Hold."

Brief excerpts from this long, superb study of the crisis which democracy faces in our day cannot do justice to it. A few extracts, however, will show that "Calling America" makes an invaluable contribution to the defense of democracy. In his introduction, Raymond Gram Swing remarks that the economy of the modern world, so different from that of the Founding Fathers, demands changes in the old democratic mechanisms. The problem is so vital that failure to solve it may break down democracy, as has been happening elsewhere. "But for all the importance of economic factors in social change, they are no more important than the spiritual factors. The love of liberty is not an element of economics. It is a way of life of its own, influenced by material circumstances but not arising from them. It is a social conception; it recognizes self-interest of the most profound kind. It is, at its best, a faith that in the end one person cannot have his fullest liberty unless every other person has his. It is a higher selfishness which serves itself by giving. And that is the ultimate value which is challenged by a complete contradiction in fascist faith and philosophy. The fascist state grows great by taking away, first from its own citizens, then from the foreigner."

Later, he points out, even those who believe that they are up-to-date often miss the implications of modernity. They do not appreciate that the totalitarian war is a new kind. The airplane itself cannot combat it. Totalitarian war is one of ideas, "of

mendacity against truth, of a play on unfamiliar conceptions of blood and race, of promises to the young, of threats of physical war to intimidate peaceable peoples, of appeals to the most intense prejudices." In such a war of ideas and emotions, only still stronger ideas can overcome them. Democracy, which treasures truth above half-truths, is neither suited to propaganda nor to intrigue, like fascism. Its way of life must be its defense and champion. Each of us who is a better citizen in his own home town is defending democracy against dictators. That may be a hard kind of realism, says Mr. Swing. But it is as powerful a weapon for the national defense as the building program for the army and navy.

Archibald MacLeish, speaking of "Freedom to End Freedom," suggests that the liberties in our democracy were not privileges granted by the state and revocable by it. Instead, they were the foundation of such a society, and without them that society cannot exist. It is not for the pleasure of the citizen that he possesses the right of freedom of expression in a democracy. It is for the health of the state. Fascism and other isms cannot be fought in a democracy by curtailing liberty. There are constitutional weapons with which to fight treason in speech and action. This does not mean, states Mr. MacLeish, that the status quo must be preserved, economic or otherwise. But it does mean that we must have and use faith in democracy, faith in democratic ways for meeting the destroyers of democracy, and faith in democratic means for improving the existing democracy and its institutions.

John Palmer Gavit, in "And the Moral of All This—?" draws attention to three false ideas whose machinations, like devils, make the mischief in the world. These, he said, are race; the deification of the *State*, to which individual personality, liberty, conscience, and all else must be sacrificed; and "faith in physical force as a solvent of problems personal, social, international."

ARTICLES FOR PUPILS

Among several features of the February issue of *Natural History* which students will enjoy, one of the best is Virginia S. Eifert's "The Story of Fire." Unavoidably, in high school history textbooks, very brief accounts, often only a sentence or two, can be given of the uses of fire as a servant of man. Miss Eifert describes in interesting fashion the important role of fire in the development of human culture from primitive to highly civilized. "The Story of Fire" suggests how man may have learned to make a fire, points out the uses of fire in implement making, and calls attention to the contributions of fire to social life, religion, and the arts. After tracing the history of fire among primitive men, its story is sketched among the ancients and on up to the invention of

the match. In addition to several sketches by Gustav Wolf there are a half-dozen photographs showing primitive methods of making fire and the first pocket-sized lighter, which appeared in France in 1823, four years before the invention of the match in England.

Dr. W. Coleman Nevils, S.J., gives a description of the papal city in the March number of *The National Geographic Magazine*, under the title, "The Smallest State in the World." In view of the recent death of Pope Pius XI and the selection of his successor, this account is especially interesting to history students. Nearly forty pictures and a map of the Vatican City accompany the readable description.

The well-known writer on financial matters, John T. Flynn, urged "Buy As You Go" in the February issue of *Scribner's Magazine*. In this article, he shows the relation of the amount of installment credit to the total credit of the country, the desirable and undesirable aspects of installment buying, he suggests the kinds of goods Mr. Average Citizen may well buy on credit, and he points out the perils of borrowing from loan companies. This study of the question of installment buying is a helpful addition to the briefer accounts which textbooks provide.

THE EAST

Three of the features in *Asia* for March are useful for teachers of history. One is the special 16 page section on "The Birth of a New China," contributed by Lin Yutang, now well known in this country. Taken from the forthcoming revised edition of his book, *My Country and My People*, this special section discusses the background of the present conflict in China, sketches the history of recent China, portrays the character of Chiang Kai-shek, brings forward reasons why Japan ultimately must fail in China, and examines the problem which China will face once peace is restored.

A second useful article is that on "China's New Road to the Sea," by Schuyler Cammann. Now that Japan holds so much of China's seacoast, attention is being diverted to her roads to the south and the southwest. Mr. Cammann gives a first-hand report of the remarkable highway from Yunnan to Burma. He traveled back and forth over it while it was under construction and was able to give an intimate picture of the people in the surrounding country as well as of the project itself. A map accompanied the description.

Hellmut de Terra, in "Stone Age Man in Ice Age India and Burma," in text, chart, and pictures, presents material for those studying the history of early man. Articles such as this are indispensable additions to textbook presentations which are outdated in part almost as soon as published, because of the continuous stream of anthropological and archeological dis-

coveries being made in various parts of the world which make it necessary to re-interpret the story of early man.

THE NONACADEMIC STUDENT

In *The Bulletin* of the Department of Secondary-School Principals of the National Education Association for January, Theodore W. H. Irion presents his views on the problem of the "Nonacademic High-School Student." As a matter of definition for purposes of discussion, he calls the nonacademic secondary school pupils those who, in one way or another, are too deficient in ability or in motivation to do successfully the traditional work of the high school. Such students, personal study may reveal, turned away from intellectual pursuits because physical defects such as deafness, poor vision, or other sensory deficiencies make it too difficult for them to cope, unaided, with school requirements. Such students may have marked speech defects which interpose tremendous handicaps in the school environment where so much depends upon speech. Or they may be under-vitalized and as a result lose in the fight with physical, mental, and emotional fatigue. A small number may belong to the group of adolescent neurotics. All of these children, suffering from such handicaps, are likely, all too often, to receive unconsciously brutal treatment from teachers who lack the training to suspect and to detect such defects.

Other nonacademic students may be such because they have been reared amid poverty and in a starved social environment. Such children cannot see the value of much in English literature, or history, or algebra—matters so far removed from their depressing, narrow, workaday world. Others, the children of foreigners, may suffer from another kind of isolation, the mental isolation of not belonging to the traditional American community. At the other extreme may be the spoiled child of wealth who sees "the poor, frayed-out servant of the people, the teacher, and his academic wares" as of little consequence. Finally, there are those who, already knowing exactly what line of work they are going into, have little interest in the offerings of the school which seem only remotely connected with their chosen life work.

What can be done for such students? Dean Irion proposes a three-point program. He would provide a rounded, full health program for every student. He would replace the small high schools, their few teachers and scanty offerings with large institutions, generously staffed and offering a widely diversified curriculum. And he would transform the traditional curriculum into one that would be truly functional. In place of our inherited abstract courses he would have a curriculum springing from and fitting into life today.

In the same number of *The Bulletin*, Professor J. Murray Lee supplements the last point by a discussion of ways to strengthen secondary education ("Ways Out"). Partly as a result of such experiments as the Thirty Schools Experiment of Progressive Education, the Southern Association Experiment, and the Experimental Secondary Schools in California, Michigan, and Ohio, the avenue of change now seems more clearly marked. Professor Lee suggests six changes which today seem to be impending: (1) Institutions of higher learning will remove specific subject requirements for entrance and will accept those high school graduates whom the high school is willing to recommend as being of college caliber. (2) The high school curriculum will include personal problems of youth, such as sex, marriage, family responsibilities, and good taste. (3) It will also emphasize more than ever the crucial issues in our democracy, studying controversial issues and using history chiefly to make current conflicts understandable. (4) Extracurricular activities will become an integral part of the curriculum. (5) Art and music, no longer fad or frill, will be made part of the background of every child. (6) Subjects as we know them will disappear, reappearing as different types of material organized around problems of living.

If these changes are bound to come, what can be done now in preparation for them? One essential is to enlist the aid of teachers and pupils in the reconstruction of the educational program, instead of handing it down from some administrative head. The democratic procedure is valuable. Another essential is to cultivate an experimental attitude, a willingness to try new materials, to reject or to accept as results dictate. A third essential is to re-evaluate the function of the high school. The Educational Policies Commission has proposed that objectives center about the self-realization of the individual, human relationship, civic responsibility, and economic efficiency. Finally, each school should learn what the needs of its own students are and know also what other schools are doing.

FOR THE CLASSROOM

The Department of Commerce has brought together the stories of thirty-two typical American industries, under the title, *Stories of American Industry—Second Series*. These stories were prepared originally as a series of radio broadcasts. The printed collection may be secured for twenty cents from the Superintendent of Documents, Washington, D.C.

Prints showing various points of interest in the National Capital Park System are now available at twenty-five cents each. The prints are 8 x 10 inches in size and include such subjects as the White House, the Capitol, the Washington Monument, the Lin-

coln Memorial, the Library of Congress, the new Supreme Court Building, and Mount Vernon. Requests should be addressed to the Superintendent of the National Capital Parks, Washington, D.C., and should be accompanied by a money order made out to the Treasurer of the United States.

Since 1890, beginning with an informal inter-departmental committee, the national government has been introducing uniform usage in geographic nomenclature and orthography, particularly in government maps and charts. Recently the United States Board on Geographic Names issued *Decisions of the United States Board on Geographic Names, between July 1, 1937, and June 30, 1938*. Included with each name adopted are those variants which were rejected, the origin and derivation of the accepted name, and the definition and location of the geographical feature. Application should be made to the Superintendent of Documents, Washington, D.C.

The Woman Worker is the only official source of current information on minimum wage laws, wage-hour surveys, and other developments in the minimum-wage field throughout the nation. *The Woman Worker* costs twenty-five cents a year and is published bi-monthly by the Women's Bureau, United States Department of Labor, Washington, D.C.

Several hundred film strips on such subjects as soil conservation, farming activities and farm economics, and home economics are available from the Extension Service, United States Department of Agriculture, Washington, D.C. Where film strips are not self explanatory, lecture notes are provided. These strips cost between forty-five and sixty-five cents each. A list of available strips and instructions on how to secure them will be sent upon request to the Extension Service.

Scholastic has compiled a booklet on "Congress at Work" which shows students just how Congress works: the story of a bill, the debates, the hearings, the duties of Congressmen, the role of the executive, terms such as rider and sine die are described. Information about the booklet may be secured from the Scholastic Bookshop, 402 Chamber of Commerce Building, Pittsburgh, Pa.

A Year of Contrasts is a one-reel film dedicated to American youth. It contrasts, by means of newsreel items of 1938, scenes abroad showing intolerance, fear, censorship, and force with scenes at home illustrating the values of democratic government. Since our youth tend to take the blessings of democracy as a matter of course and to assume we need fear no enemies, this film helps to give them the realization that the defense of democracy is ever a duty of those who live in it and prefer it. The picture is distributed by Films, Inc., 330 W. 42 Street, New York City (or 64 E. Lake Street, Chicago, Ill., or 314 S.W. 9 Avenue, Portland, Ore.).

A useful summary of "Teaching Aids for Teachers," with tables showing aids available from government agencies and from professional and non-commercial organizations, was presented by Mary Dabney Davis in the February issue of *School Life*, the official organ of the national Office of Education. Her summary is especially helpful to teachers of the social studies.

RADIO IN EDUCATION

Educational Method for January was a special issue, under the editorship of I. Keith Tyler of the Ohio State University, on the subject of the educational possibilities of the radio. Although radio programs are more numerous in this country than elsewhere, the use of the radio in classrooms is less widespread in the United States than in such countries as Great Britain, Russia, and Germany. In this number of *Educational Method* an effort is made to envisage the potentialities of radio for education, to tell of ways in which teachers are now using the radio, and to encourage the wider use of the radio in schools.

Of especial interest to secondary school teachers of the social studies are five articles. The editor, in the leading article on "Radio's Function in Education," discusses the relation of radio and education, the ways in which the radio can be brought into school,—while school is in session, after school hours, and through the use of recorded radio programs on the familiar 16 inch records used in broadcasting stations—and the educational values to be derived from the radio. Norman Woelfel of Ohio State University, in "Educational Opportunity on the Airways," summarizes the various educational offerings now available on the radio. Harold Kent, director of the Radio Council of the Chicago schools, describes the factors that must be taken into account in "Planning the Broadcast." Arthur Stenius of the Western High School, Detroit, examines the radio as a force in daily life and as subject matter for a general information course in the secondary school ("Radio Units and Courses in High School"). Mr. Stenius includes a general outline for a semester course on the study of radio as a school subject and gives the details of a sample unit of the course. Dr. Tyler presents a bibliography, "Sources of Materials for Radio in Education."

CONFERENCES, COURSES, AND TRIPS

The Sixth Conference on Business Education, sponsored by the School of Business of the University of Chicago, will be held at the University on June 29 and 30. Previous conferences have been largely devoted to the problem of reconstruction of secondary school business education and the development of the outlines of a fundamental type of business education. The present conference is an out-

growth of these in that a beginning will be made on the task of developing criteria by which administrative officers and teachers may evaluate the offerings in business in their own school situations. Two formal talks will be made at these sessions, one on the general problem of setting standards, the second on the practical use of standards in school situations. It is expected that, as a result of the conference, a tentative set of standards for business education will be formulated.

The second annual meeting of the Illinois Council for the Social Studies will be held April 15, 1939, on the campus of Southern Illinois State Normal University, Carbondale, Illinois. Present indications point to a well-attended and enthusiastic meeting. Teachers and others interested in the social studies are invited to attend the program sections. The program will include addresses by Dr. Charles Lee, Washington University, on "Our Dilemma in the Teaching of the Social Studies," and by President Roscoe Pulliam, Southern Illinois State Normal University, on "General Education for Citizenship." Dr. Laura Ullrick of Winnetka will make a report on the Lima Conference.

The regular monthly meeting of the Association of Teachers of the Social Studies of the City of New York was held jointly with the High School Teachers Association and the High School Principals Association demonstration lessons on Saturday, March 18, 1939 at the Commodore Hotel. The Social Studies model lesson was conducted by Miss Elizabeth Eisenberg and her pupils from the Washington Irving High School. A feature of the lesson consisted of a panel of appraisers representing the respective branches of the secondary teaching and supervisory staff who evaluated the lesson from the point of view of their respective branches. The representative for the teachers was Mr. Jefferson Purcell of Walton High School; for the First Assistants (Chairmen), Mr. Samuel Steinberg of Samuel J. Tilden High School; and for the Principals, Miss Mary E. Meade, Principal of Tottenville High School. Mr. Benjamin Rosenthal of the High School of Music and Art was Chairman of the Social Studies meeting.

The Annual Luncheon of the Association of Teachers of The Social Studies of the City of New York will be held on Saturday, May 20, 1939 at the World's Fair Grounds. The day has been set aside as Social Studies day by the Fair officials. It is expected that all of the teachers of Social Studies in New York will participate in the planned program.

The Summer Institute for Social Progress at Wellesley College, Massachusetts, will assemble key people from a wide variety of occupations for two weeks' study and discussion of the question, "How Can We Make Democracy Work?" Experts in economics and politics from various colleges will lec-

ture on vital current issues and lead discussions. The time for the Institute is set for July 8 to 22. Inquiries may be addressed to Dorothy P. Hill, Director, Summer Institute at Wellesley, 22 Oakland Place, Buffalo, New York.

The number of courses offered to teachers during the summer is legion. Among the more unusual ones for next summer are those to be given on the 53 day cruise of the S. S. *Rotterdam* to Rio de Janeiro in

connection with the Eighth Biennial Congress of the World Federation of Educational Associations, August 6-11. A 36 day cruise for teachers, in connection with the Congress, will also be made by the S. S. *Argentina*. Details concerning the cruises, courses, and credits may be secured from the W.F.E.A. Travel Bureau, Inc., N.E.A. Building, 1201 Sixteenth Street N.W., Washington, D.C.

Book Reviews and Book Notes

Edited by J. IRA KREIDER

Abington High School, Abington, Pennsylvania

America Begins Again: The Conquest of Waste in Our Natural Resources. By Katherine Glover. Foreword by Stuart Chase. New York: McGraw-Hill Book Company, Inc., 1939. Pp. xv, 382. Illustrated. \$1.76.

Young people will welcome this book—their teachers should acclaim it. It is a reference book of the highest value. Not only does it present a comprehensive view of the problem of conservation in America but it also stresses the need for increased care in conserving, restoring, and controlling America's natural resources. In the early chapters the author points out the vast number of resources peculiar to different sections of our country. She shows how the great opportunities that lay in their development have been only partially fulfilled and that costly mistakes and vast waste have accompanied the fulfillment. Miss Glover makes the reader understand how our exploitation of the basic resources has so destroyed Nature's balance that years will be required to restore it. The middle chapters present the many problems connected with the use of water, minerals, and forests, and emphasize the importance of the proper control and use of these resources. The management rather than the mere sparing of wild life is also discussed. The closing chapters are devoted to the great source of power, hydro-electric energy, and its better and more economical use. The first chapter, "The American Patterns," and its corollary conclusion, "Revising the Pattern," in Chapter X, are the most striking sections of the book because their message is so personal and so appealing to Young America.

The photographic illustrations in *America Begins Again* are effective because they are so clear. The margins are wide and the type adapted to rapid, effortless reading. A comprehensive bibliography or-

ganized by topics and an index with a helpful device for using picture references are included. So much for the material and mechanics of this book which must be definitely marked "superior." Its greatest appeal is in its pungent, picturesque style. Boys and girls are going to be attracted by such expressions as—"the human driftwood of a dislocated agriculture," and "out of the magician's hat inventions came popping," and "Youthful America was very like Paul Bunyan—lusty, powerful, swaggering" and "America has been somewhat rudely roused from the Paul Bunyan intoxication." Teachers will welcome the numerous allusions to history and literature with which the story is peppered. Such allusions give an excellent opportunity for incidental teaching. We have here a broad horizon in the modern world which adds color and life and activity to the units of instruction.

It remains for Stuart Chase with his gift of trenchant expression and his store of facts in economics to write a foreward which should be repeated as a conclusion. No one will forget his simile of the forces of destruction like the marching army of locusts. Many will welcome his practical suggestion that the work involved in reconstruction and reclamation might well aid in solving the problem of unemployment. All intelligent readers, will adopt his keynote of indignation: "You see the kind of ideas which Miss Glover's book has stirred up in me. She has succeeded in making me pretty angry about the destruction of our country. I hope she makes you angry too!" He might have added "I am sure you will be moved to think and plan and act and then to do something about it!"

LOUISE SIGMUND

Girard College
Philadelphia, Pennsylvania

The March of the Iron Men. By Roger Burlingame. New York: Charles Scribner's Sons, 1938. Pp. xvi, 500. Illustrated. \$3.75.

Roger Burlingame has produced a thoughtful and painstaking work predicated upon the thesis that technological evolution was the main factor in forming the social patterns that produced our nation. His narrative takes us up through the Civil War and then concludes, for "In the last half of the nineteenth century and the first decade of the twentieth, there was too much simultaneous happening for a vertical treatment of the history of invention." Collectivism, says the author, had already set in. "By 1865, the individual inventor was a legend of the past." Since it is this collective aspect of society that is such an acute problem today, it is the purpose of his book to attempt to shed some light upon the problem by indicating a new approach.

Like Professor Wertenbaker, in his latest book, Mr. Burlingame feels that colonial society was variegated and not by any means as simplified as popular opinion would have it. By studying the trend of unification and collectivism from the colonial period to the Civil War, we can learn something of the current trends which must have their roots in the past. Unification and collectivism, he feels, have been brought about through invention and this *March of the Iron Men* has thus conditioned our political and social growth.

The author has divided his book into six parts, dealing with the Colonial period, the Revolution, the New Federation, Expansion, the Individualist period, and Unity. He is at his best in his chapter on Benjamin Franklin and generally takes the orthodox views of the larger subjects of American history, such as slavery and the causes of the Civil War.

On one point, however, we take issue with Mr. Burlingame. That is where he says "... and President Polk had worked the Texan situation into a war. . . ." There has been entirely too much wearing of sackcloth and ashes by American historians of recent vintage upon the subject of the Mexican War. A closer study of the diplomatic history of that period will certainly show that Mexico was not a spotless lamb immolated upon the altar of "manifest destiny."

Interesting concepts advanced by the author are: that England forced upon us the invention of bootlegging, which has survived to today; that the invention of the Pennsylvania rifle won the Revolution for us; that early in the nineteenth century, the East supplanted England as the economic "mother" of her "colonies," the West and the South; that invention gives birth to necessity, rather than the reverse; that inventions came from behind the pioneer fringe, and that Singer emancipated women, eventually leading to woman suffrage.

He credits Eli Whitney with the invention of something more important than the cotton gin. Whitney's work in giving us the use of interchangeable parts is the basis of modern mass production methods. This, then, constitutes an even more important effect than that of the cotton gin. From Samuel F. B. Morse, he takes some of the credit usually given for the invention of the telegraph, but he seems quite just in so doing.

Despite the fact that Mr. Burlingame is now a free-lance writer and has been engaged in literary rather than historical writing, we find that the former member of Scribner's editorial board has selected wisely his bibliography of two hundred and seventy-seven authors. This, together with the one hundred and twelve illustrations furnishes ample material for documentation and further investigation.

JOSEPH G. PLANK, JR.

Reading Standard Evening High School
Reading, Pennsylvania

Upper Mississippi: A Wilderness Saga. By Walter Havighurst. *The Rivers of America Series.* Volume II. New York: Farrar and Rinehart, 1937. Pp. 258. Illustrated. \$2.50.

When there is a realization of the vast amount of reading material that must be placed in the hands of secondary school pupils to create a satisfactory background for an understanding of the rapid and certain geographic, historic, and economic growth of this country, such a book as this can well be recommended. There is a wealth of material relating to trapping, lumbering, growing crops, opening new land, migration, insect pests and transportation, as well as folklore, songs, and literature of these first settlers.

The life of the early Norwegian pioneer is very vividly portrayed in a most interesting way. The book is divided into four parts, each a unit in itself, yet related and complementary to the others. Each of the four with merits of its own must be read to be appreciated. Each gives a restful but ever changing view, as from a train window where speed causes the selection of only the most outstanding and vivid pictures to attract and interest the reader. The author is to be complimented, in his selection of these pictures.

The prospecting for suitable sites in which to settle is told in a lively and impressive manner and forms Part One. More detail in the description of life on the prairie is found in Part Two. The folk of a variety of stock experience pestilence, plague, and severe weather conditions, and display that undaunted courage and faith that has so characterized the pioneer.

Experiences of life in the camp, on the danger-

ously swollen river, methods of lumbering and transportation in the quick deforestation of the Middle West, with the attendant forest fires and their enormous devastation and destruction of life, land, and property are the framework for Part Three.

Stories of only a few of the outstanding settlers and their sturdy descendants together with the contribution they have made to science, art, and politics are entered in Part Four. The author has made no effort to weave these short, interesting biological excerpts into a narrative but allows each to remain alone, a monument to the development of the Wilderness.

Throughout, the book has an interesting style that makes the reading extremely easy. At the same time, one is impressed with the trail of hardships, persistent faith, and unconquerable spirit of these early settlers of the Upper Mississippi.

ALICE F. WEAVER

Abington High School
Abington, Pennsylvania

Motion Pictures and Radio. By Elizabeth Laine. New York: McGraw-Hill Book Company, Inc., 1938. Pp. x, 165. \$1.75.

The title appearing above is that of another volume in the Regents' Inquiry Series. This Inquiry, initiated in 1935 and sponsored by the Regents of the University of the State of New York, had for its purpose the discovery of such facts regarding the educational system of the state as might be essential to the reformulation of its fundamental educational policies in the light of present-day needs and problems.

The opening chapter, "The Role of the Motion Picture Theatre," assures us that the outcomes of organized educational endeavor are appreciably affected by the influence of periodicals, the radio, and motion pictures. So far as the motivation of human behavior is concerned, some give a lower rating to the last-mentioned agency than to the others. Yet, even granting this, the author holds that all will agree that the influence of the offerings of the silver screen is far from negligible.

The non-feature, or short-length, pictures are considered to be more often directly educational, in the ordinarily accepted sense, than are the so-called feature pictures. The author makes an adverse criticism with reference to certain animated cartoons, at the same time highly commending two short-length items—the newsreel and the "March of Time."

"Production, Distribution, and Cost of Non-theatrical Motion Pictures" are discussed in the second chapter. Among non-theatrical producers listed, appear such names as these: the National Safety Council, the American Social Hygiene Association, the National Tuberculosis Association, the Public Health Service of the United States Treasury De-

partment, the New York State Department of Health, the Metropolitan Life Insurance Company, the Religious Motion Picture Foundation, the Women's Christian Temperance Union, the National League for American Citizenship, the Iowa State College of Agriculture, Yale University, and the University of Minnesota.

In the third chapter, "Adaptation of Motion Pictures to Education," it is pointed out that the most liberal use of educational films occurs in the upper elementary grades. The absence of films for the social studies occasions a serious gap. Teachers are said to be awkward in the manipulation of motion-picture apparatus, and besides, they generally lack skill in teaching by means of films.

To remedy these shortcomings, a new type of teacher training is demanded. This is taken up in the fourth chapter, "Role of the State in an Educational Motion Picture Program." After devoting a number of paragraphs to the contention that the state department of education should constitute a center for the dissemination of information regarding educational films, the author proceeds to this matter of teacher training. A laboratory course in the use of all visual aids is said to have so much popularity that more than three hundred teacher-training institutions in our country include it in their offerings. "Pennsylvania goes so far as to require such a course of all her teachers before permanent certification." [p. 76]

The scope of the fifth chapter is well indicated by its title, "Radio as a Medium for Mass Impression." Of interest is the statement that 82 per cent of all homes in the United States have radios.

The sixth chapter, "Adaptation of Radio to Education," brings to attention the fact that the educational possibilities of radio were seen as early as 1920, about the time that general broadcasting began. The first educational radio programs were produced by stations KDKA and WWJ of Pittsburgh and Detroit, respectively. With reference to school work, the power of radio to give information to many places at the same moment is shown to be both an asset and a limitation. This is on account of the inflexibility of broadcasting schedules and the lack of integration with subject matter.

"Educational Projects in Radio Broadcasting" have been numerous, as the seventh chapter informs us under the title given. Progress in such broadcasting activities, however, has gone on largely without the aid of special educational stations. Indeed, stations of this type have been growing fewer since 1925. In that year there were 125 educational stations, whereas this number had been reduced to thirty-eight in December, 1936. The cause for the decline is attributed to the difficulties encountered by educational institutions in competing with commercial stations.

"Role of the State in an Educational Radio Program" is the title of the final chapter. Among educational institutions attempting to keep abreast of developments in radio and to make their information available, the author cites: the United States Office of Education, the National Committee on Education by Radio, the National Advisory Council on Education by Radio, the American Council on Education, the National Conference on Educational Broadcasting, and the Institute for Education by Radio. Periodicals dealing with radio education which receive recognition are *Education by Radio*, the monthly bulletin of the National Committee on Education by Radio, and the *News Letter* of the Bureau of Educational Research of Ohio State University.

State departments of education, in the opinion of the author, should maintain informational, advisory, and research centers to supplement other agencies for radio education.

This compendium of up-to-date information on motion pictures and radio is well supplied with footnotes. The place of the volume as a reference work is assured.

J. F. SANTEE

Oregon Normal School
Monmouth, Oregon

American Labor. By Herbert Harris. New Haven: Yale University Press, 1939. Pp. v, 459. Illustrated. \$3.75.

This book is well named, for it is truly a story of labor from the colonial period and the organization of the first trade union of cordwainers in 1794 in Philadelphia, Pennsylvania, to the unsettled conditions of today.

A volume of this type is usually dry, dull, ponderous, and facts are included that tax the understanding of the subject. However, this is not the case with the book under review. The author has a clearness of style which permits the student as well as the general reader to gain information presented in a scholarly manner.

The material in the book is so arranged that it holds the interest of the reader. The first part is devoted to the history of Labor and organization of trade unions from the colonial period to the Civil War. The second part gives a survey of American labor from the Civil War to about 1890. The remaining chapters of the book trace the history of each of the following organizations: The United Mine Workers, The United Brotherhood of Carpenters and Joiners, The American Newspaper Guild, International Ladies Garment Workers, The Railroad Unions, and The Textile Workers.

The author is to be commended for his tireless efforts in securing the most recent authoritative source

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material and for the fair manner in which he has treated this big problem of the day. This is especially true in his consideration of the A. F. of L. and C.I.O. question.

Teachers of social studies will find the book a convenient source for use in the study of labor problems. At this time when labor disputes occupy such a prominent place in the news this work cannot fail to be of great benefit to the student. The general reader also will benefit by gaining a clearer insight into the problem that has not always been portrayed in such an impartial way.

DAVID W. HARR

Olney High School
Philadelphia, Pennsylvania

Progressive Education at The Crossroads. By Boyd H. Bode. New York: Newson and Company, 1938. Pp. 128. \$1.00.

The Progressive Education Association deserves great credit for its consistent effort to humanize education. That alone justifies its existence. The twentieth anniversary of the Association leads Dr. Bode to write this volume, which is both an appreciation and criticism.

Like all human institutions the Association faces the danger of developing its humane philosophy either into an inflexible creed or into romantic notions which are entirely incapable of surviving in a world of conflict.

Dr. Bode's analysis of the basic ideas of progressive education shows their strength and their weakness. His criticisms are kindly and constructive. His phrasing is apt. For instance, when discussing the concept, childhood needs, he says: "It has frequently resulted in an unhealthy attitude toward children, an attitude which suggests that there is no such thing as a normal child, and that we must be everlastingly exploring his insides, like a Calvinist taking himself apart day after day to discover evidences of sin." He insists that progressive education to be true to its ideals must be representative of a distinctive way of life.

This volume is short enough so that it can be read at a sitting. No teacher whether he be a progressive or a conservative can afford not to read this important contribution to our current educational literature.

WALTER H. MOHR

George School
George School, Pennsylvania

TEXTBOOKS AND OTHER TEACHING AIDS

You and Your Community. By L. J. O'Rourke. Boston: D. C. Heath and Company, 1938. Pp. xviii, 691. Illustrated. \$1.84.

This book had its beginning in a four year study

conducted by the Civics Institute under the direction of Dr. O'Rourke. The purpose of the study was to find ways for making the course in civics more vital and realistic, and to bridge the gap between the school and life situations. This text attempts to give the pupil training and experience in taking an active and intelligent part in civic affairs.

Texts in civics are numerous, but rarely does one find a text that tries to make the course as real and alive to pupils as their own sports and games. This book actually brings government and community affairs within the child's experience. It shows him how community problems affect his own life. It gives him the realization that while still in school, he can take part in the affairs of his community.

The book is organized in six parts. Parts One to Three deal with community service, aspects of modern living, from the consumer's and government's point of view; Parts Four to Six treat economic problems of modern life. In organization, style, material, and writing, the book will appeal to students. The use of charts, cartoons, photographs and illustrations make the work interesting. The text is well rounded out by an extensive bibliography at the end of each chapter. There is some helpful material on character training, vocational guidance, and personality development. The outline encourages logical thinking and meets specifically the requirements of the social science teacher. It provides a complete one year or a one semester course adapted to progressive teaching methods. The book is highly commended for its practical application in the classroom.

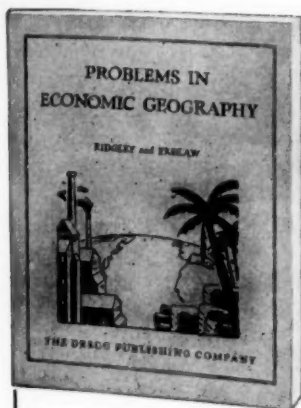
IRWIN ECKHAUSER

Washington Junior High School
Mount Vernon, New York

The American People. By William A. Hamm. New York: D. C. Heath and Company, 1938. Pp. 1054. Illustrated. \$2.20.

This is a very complete textbook for the American history course in the senior high school. Teachers of this subject can well afford to consider this book for use in their classes. It is a good general history emphasizing the social, economic, and industrial development of America as well as the political. The author states that his purposes in writing the book were "to help pupils understand the ideals, traditions, and institutions which have shaped American development and to think honestly about the problems of modern American life." His plan is to make the study of history fascinating and challenging by portraying the meaning of the past and understanding of the present.

The book is divided into seven units, as follows: I. Our Colonial Heritage; II. Welding the Union; III. The Rise of American Nationality; IV. Nationalism and Sectionalism; V. Changing America; VI.



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The United States Seeks a Solution of Domestic Problems; VII. The Foreign Policy of the United States.

The author shows how labor problems, war, finance, foreign affairs, etc., are definitely connected with economic and social conditions. Extremely impressive is his approach to present day events in this manner. His trend is away from the old plan of giving the most space to affairs previous to the Civil War. Instead an explanation of recent American history and its connection with world affairs runs throughout the entire volume. Teachers of civics and democracy will be interested in the emphasis given to the study of our government and its operation. This is unusual in general American history texts.

Teaching helps are given by means of stating specific thought questions at the beginning of each chapter, as well as "words and phrases," "questions on the text," "questions for further study and discussion," and reading lists at the close of each chapter. There are several interesting and valuable features not generally used in textbooks for American history. These are:

1. All of Unit VII is devoted to the foreign policy of the United States.
2. A date chart of events throughout all American history is included in the Appendix.
3. An explanation of the sessions of Congress

and explanation of what constitutes citizenship and naturalization is in the Appendix.

4. Excellent "Supplementary Reading" suggestions.
5. One hundred and seven original drawings, especially prepared for this book. (These will stimulate thought and interest and serve as a pictorial history.)

One criticism seems just—the book is so large it might be considered too much for the average high school student. Yet the excellent features of the book for both student and teacher, and the ability to make history real and living outweigh this criticism.

HERMAN H. LAWRENCE

Senior High School
Middletown, Ohio

Society Faces The Future. By Ruth Wood Gavian.
Boston: D. C. Heath and Company, 1938. Pp.
xiv, 656. Illustrated. \$1.96.

This is a text book for high school students of sociology. It presents a range of material that is adequate and well within the comprehension of the high school student. The problems, presented in a manner that appears rather informal, are treated so that the student may see each as definitely affecting his own life. The socially desirable concepts make

impressions because they are presented through the use of statistics rather than the much overworked method of moralizing.

Beginning with a short chapter on the reason for a study of sociology, the text runs through the perplexing problems of society. Social control and etiquette are linked with morals, laws, and ethics through what the writer terms the "Four Wishes." These are an enlarged version of the three drives that are well known to all students of education. It seems that a few more concrete examples might improve the attitudes developed in this section. Elementary psychology and biological heredity are taken to the point necessary for the student's comprehension of human problems, but not to the point where it might become technical at the expense of interest. About one-fourth of the book is given to the treatment of the very important institutions—the home, the church, and the school. Progressive education as a philosophy, and the weaknesses of the church are subjects that will stimulate much thought on the part of the student—and possibly, the teacher. The book closes with a rather liberal note sounded in the discussion of the capitalistic system and the trend toward collectivism.

At the close of each chapter will be found word study, questions on the text, questions for discussion and activity, readings, stories, and biography.

The book should be attractive to the high school student both from the standpoint of material, and from the method used in presenting the problems. It does not preach a sermon to accomplish the end. The text carries the student to the point where individual problems come to the surface. From that point, there seems to be no limit to the possibilities of social problem activity.

WALLARD E. MARTZ

Jenkintown High School
Jenkintown, Pennsylvania

Deep Flowing Brook: The Story of Johann Sebastian Bach. By Madeleine B. Goss. New York: Henry Holt and Company, 1938. Pp. 239. \$2.50.

The reader who is fast approaching, or has just attained the age when interest in biography and in music might begin in earnest, will be indebted to Madeleine Goss for the introduction she gives to this immortal composer.

The author has created a typical atmosphere of old-time Germany, with its large family gatherings and its stress on music as shown by its famous choirs and patronage of gifted musicians. Into this atmosphere is born and lives Johann Sebastian Bach. Throughout the story the reader experiences with this great musician, moments of much ecstasy and pride, and moments of discouragement and despondency. In order to achieve these ends the writer places

before the reader an interestingly plotted story, interspersed with well-placed explanatory passages and phases of the work of Bach. Dramatic dialogue and memorable incidents such as the copying of a forbidden manuscript and the episode with the "Strange maiden," who turned out to be his cousin, are all qualities which should make the book appealing to the junior high school student.

Thus this book provides a very true portrayal of the life of Bach and becomes also through careful handling a book of literary value.

AGNES S. LOUD

Perth Amboy, New Jersey

Rifles for Washington. By Elsie Singmaster. New York: Houghton Mifflin Company, 1938. Pp. 321. \$2.25.

At a time when the world looks to the United States as a stronghold of peace, it is exciting to step into the lives of those men and women, boys and girls, who, years ago, made such peace possible. In *Rifles for Washington*, Elsie Singmaster has drawn a vivid picture of people and places. Davie McKail, while yet a boy, begins his service for Washington—a service which lasts for the duration of the war and makes him a personal friend of the great chief. Davie's girl, the beautiful brown-eyed Moravian, together with Peter, and the Dunker girl at Ephrata, are young people who will appeal strongly to high school students.

The story, while covering much of the Atlantic seaboard, is, primarily, of life in Pennsylvania. Racial conflicts among Irish, Scotch, and Dutch, fade to insignificance as all are pitted against common enemies, the British and the Indians. Through the whole tale, Davie's uncle, with his great beak and black eyes, his "hoopin' an' howlin'," never using one word when two will do; his gun, Baby, is here, there, and everywhere, a source of strength, second only to Washington, to those who know him. Uncle—on the trail of Davie's sister, stolen by Indians, is constantly on the lookout for redskins who will swell his total of "killin's" in revenge for his dead sister, Davie's mother, to the 200 mark. Well worth reading for its adventure and romance alone, doubly attractive because of its lifelike characters, this book should prove a valuable aid in the teaching of the American Revolution.

MILDRED BAIR LISSFELT

Abington, Pennsylvania

Penn. By Elizabeth Janet Gray. New York: The Viking Press, 1938. Pp. 298. Illustrated. \$2.50.

Miss Gray has carried into her interpretation that simplicity of exposition which is so necessary for making the complicated tangle of William Penn's life understandable to the junior high school reader.

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With the subject of religious toleration occupying such a large space in present day news, this history of Quaker persecution is very timely. Democratic ideals too, will be fostered in the minds of young students as they become intrigued by the narrative.

No ordinary Quaker was William Penn, and no ordinary story is this account of his actions. This book, modern and realistic, makes Penn live. Penn's world wide interests make him more than acceptable to the modern mind. Indeed, as Miss Gray claims, Penn's ideas are yet much ahead of the world of today. The parts Penn played were many: student, soldier, preacher, author, statesman, and colony-builder. It was in this last, that Penn rose to the heights. In his time, Penn was ever threatened with the uncertainties of life. His relations with his father were clouded by continuous paternal disapproval; religious persecution under King Charles made every day of life indefinite; under King William political adversity took away stability; later in life, money troubles were not lacking; finally, the most disheartening opponent of all, ill-health in old age, removed all firmity from Penn's existence. Despite these vagaries of fortune, everything to which Penn turned his hand, became lasting, deep-rooted, and fine.

The work of Miss Gray is supported by an adequate bibliography and index. The numerous illustrations and maps are of such quality that questions

arising in youthful minds may be answered quickly and at a glance. This is one of the books which the "required" reading list cannot afford to miss. Miss Gray has adopted no cause to defend; her handling of the material shows impartiality. Her quick snapshot descriptions of the great figures of the period are illuminating.

PHILIP F. WILD

Philadelphia, Pennsylvania

BOOK NOTES

Building Minnesota. By Theodore C. Blegen. Boston: D. C. Heath and Company, 1938. Pp. xii, 450. Illustrated. \$1.48.

The purpose of this book is to give an understanding of Minnesota so that the young people may be better prepared for participation in the solution of its problems. There is an account of the growth of the state and a description of the life of the people. The contents include: geographical influence and the Red Man; the French, the British, and the early fur trade; coming of the Americans; the age of the pioneers; early years of statehood; the rise of modern industry; political and social development; modern ways—conservation, diversification, coöperation, and transportation; and modern trends. The material is well selected and the style is clear and simple.

A History of Settlement of German Mennonites from Russia at Mountain Lake, Minnesota. By Ferdinand P. Schultz. Minneapolis, Minnesota: Published by author at University of Minnesota, 1938. Pp. 119.

This is a résumé of the history of the Mennonites in Europe and the migration of the Dutch Mennonites to Russia. After 1871 many Russian Mennonites fled from Russia to America. The other chapters of the book tell of the economic development of the Minnesota community, and the religious and cultural history of the people.

CURRENT PUBLICATIONS RECEIVED

America Begins Again: The Conquest of Waste in Our Natural Resources. By Katherine Glover. New York: McGraw-Hill Book Company, 1939. Pp. xv, 382. Illustrated. \$1.76.

A book on the conservation of natural resources.

American Saga: The History and Literature of the American Dream of a Better Life. By Marjorie Barstow Greenbie. New York: McGraw-Hill Book Company, 1939. Pp. x, 682. \$4.00.

A record of the struggle of the average person in America for better living, from the time of the first colonies to the present.

Education for Citizenship. Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. By Howard E. Wilson. New York: McGraw-Hill Book Company, 1938. Pp. xii, 272. \$2.75.

A study of the social studies program of education for citizenship.

The Far Eastern Policy of the United States. By A. Whitney Griswold. New York: Harcourt, Brace and Company, 1939. Pp. 530. \$3.75.

The relations of the United States with its Far Eastern neighbors since 1898.

Growing in Citizenship. By Jeremiah S. Young and Edwin M. Barton. New York: McGraw-Hill Book Company, 1939. Pp. xx, 882, lii. Illustrated. \$1.76.

A basic textbook in civics.

High School and Life. Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. By Francis F. Spaulding. New York: McGraw-Hill Book Company, 1939. Pp. xvii, 377. \$3.00.

A study of the social competence of boys and girls who have been graduated from the secondary school.

History of Ancient Civilization. Volume I, *The Ancient Near East and Greece.* Volume II, *The Roman World.* By Albert A. Trever. New York: Harcourt, Brace and Company, 1939. Pp. xx, 585; xvi, 817. Illustrated. \$4.50; \$5.50.

For the college student and the general reader.

Medieval Panorama: The English Scene from Conquest to Reformation. By G. G. Coulton. Cambridge: At the University Press. New York: The Macmillan Company, 1938. Pp. xiv, 801. Illustrated. \$4.00.

A comprehensive picture of the people of all classes in England from the time of the Norman Conquest to the Reformation.

School and Community. Report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. By Julius B. Miller. New York: McGraw-Hill Book Company, 1938. Pp. xiii, 360. Illustrated. \$3.50.

A publication of the Regents' Inquiry.

A Short History of the Ancient World. By Charles Edward Smith and Paul Grady Moorhead. New York: D. Appleton-Century Company, 1939. Pp. xvi, 653. Illustrated. \$3.75.

A college textbook.

A Shorter History of England and Great Britain. By Arthur Lyon Cross. Third edition. New York: The Macmillan Company, 1939. Pp. xxvi, 1004. Illustrated. \$4.25.

A revised edition of a college textbook.

The Volcano of Gold: A Manga Story. By Richard C. Gill. New York: Frederick A. Stokes Company, 1938. Pp. ix, 256. Illustrated. \$2.00.

A boys' adventure story with authentic handling of the South American background and Indian character.

Unified American Government Including Its Economic and Social Aspects. By Jeremiah S. Young and Elizabeth Young Wright. Revised edition. New York: McGraw-Hill Book Company, 1939. Pp. xii, 580. Illustrated. \$1.48.

A senior high school textbook on American government with emphasis on its relation to the prevailing economic and social conditions of society.

The United States Since 1865. By Louis M. Hacker and Benjamin B. Kendrick. Third edition. New York: F. S. Crofts and Company, 1939. Pp. xxiv, 821. Illustrated. \$3.75.

A revised edition of a widely used college textbook.